Imagination is more important than knowledge.
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 2014 semester (previous IS students will be happy to share their copies—just ask):

- *Where Good Ideas Come From* by Steven Johnson
- *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)
- *The World is Flat* by Thomas L. Friedman (will also be used in England)
- *High Noon: Twenty Global Problems, Twenty Years to Solve Them* by J. F. Rischard

Additional reading in England: “A Seven-month Wait for Lunch” by Jonathan M. Katz

Assignments and Evaluation
Reader Responses—5 @ 15 points each, 75 points possible (done prior to departure)
Westminster Abbey biographies (assigned persons)—2 @ 5 points each, 10 points total
(done prior to departure)
Critical Question Writings—10 @ 10 points each, 100 points possible (done in England)
Group Debate Paper—15 points (done in England)
Discussion Leading—10 points (done in England)
Personal Philosophy for Innovation Development—10 points (done in England)
Preliminary Project Proposal—25 points (done in England)
Feasibility Study—15 points (done in England)
Group Critique of Proposal—10 points (done in England)
Final Project Paper—100 points (done upon return)
Multimedia Supplement to Final Paper—25 points (done upon return)
Reflective Writing—15 points (done upon return)
Final Examination—50 points (done upon return)

(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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90%</td>
</tr>
<tr>
<td>B</td>
<td>89-80%</td>
</tr>
<tr>
<td>C</td>
<td>79-70%</td>
</tr>
<tr>
<td>D</td>
<td>69-60%</td>
</tr>
</tbody>
</table>

(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 us). 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 us.)

The Reader Responses (all 5) are expected before departure. The purpose of the readings and responses to those readings is to prepare you for your time in England.

**Plagiarism**

It is my expectation and requirement that all work you turn in 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, 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 (January) 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 (February) 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 (March) 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

January—The Processes of Innovative Thought: Accident or Design?
Discussion of Where Good Ideas Come From and Discovering Your Genius
(Reader Responses due on each book)

February—Some Significant Innovations and How They Changed the World
Discussion of selections from The Creation of the Modern World
(Reader Response due)

March—How Innovation Has Changed the World
Discussion of The World is Flat
(Reader Response due)

April—Issues That Require Our Attention
Discussion of High Noon
(Reader Response due)
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.)

January
Where Good Ideas Come From—Which concept in this book intrigues you most? Why? How might you use that idea to further your own innovation?

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

February—START EARLY ON THIS ONE as it is our most complex reading.
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?

All students will read the Introduction and Chapters 1-3, 9-10, and 21. You will also be responsible for providing an oral summary and brief discussion of an additional chapter, to be assigned in January.

March
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?

All students will read the Introduction and Chapters 1, 4, 12, and 13. You will also be responsible for providing a BRIEF oral summary and discussion of an additional part of Chapter 2, “The Flatteners.”

April
High Noon—Which issue do you 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. (You create the question—you may go beyond the Roundtable topics to incorporate insights you have or things that catch your interest—and then you answer your own question.) Each critical
question/response will be due PRIOR to the day’s roundtable discussion. (I expect a minimum of two NEATLY handwritten pages.)

Group Debates—15 points

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.

Personal Philosophy for Innovation Development—10 points

You will develop a one-page set of principles for guiding the development of your project. These criteria should be the rules you will follow to maintain the integrity and ethics of your project and to determine how you will prioritize various aspects of your project. Each principle should also include a rationale.

Preliminary Project Proposal—25 points

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

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

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

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

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

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