

Entrepreneurship Around the World: BSAD/HIST 297

Spring 2012

11:00 am to 12:20 pm, Tues. and Thurs., Madsen Center 157

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OFFICE PHONE: 605-274-5312
OFFICE HOURS: Tues. and Thurs., 9:00 to 11:00 am; or by appointment (check my online calendar at <http://faculty.augie.edu/~rwright/> first).
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COURSE WEBSITE: Moodle

Course Description:

In this elective, students will explore the **history** and **economic consequences** of entrepreneurship worldwide from the dawn of recorded history to the present.

The class will be a seminar in format so attendance is important. Students will be expected to complete the assigned readings **before** class and to participate in each class session by asking or answering questions or making comments. Students will also complete the individual project described below. Grades will be a function of attendance, class discussion/participation, a mandatory project draft, and the final project.

Course Objectives:

By the end of this course, students should be able to **describe** at least three different entrepreneurial systems and to **explain** their economic effects. To achieve those overall objectives, students will need to master the daily session objectives listed below.

Required Reading List:

Landes, David, Joel Mokyr, and Will Baumol, eds. *The Invention of Enterprise: Entrepreneurship from Ancient Mesopotamia to Modern Times* (Princeton: Princeton University Press, 2010). ISBN: 978-0-6911-4370-5

Powell, Benjamin, ed. *Making Poor Nations Rich: Entrepreneurship and the Process of Economic Development*. (Stanford: Stanford University Press, 2008). ISBN: 978-0-8047-5732-4

And a few other short readings on Moodle listed below.

Supplemental Reading List (on reserve in the library):

- Baumol, William J., Robert E. Litan, and Carl J. Schramm. *Good Capitalism, Bad Capitalism and the Economics of Growth and Prosperity* (2007).
- Huang, Yasheng. *Capitalism with Chinese Characteristics: Entrepreneurship and the State* (2008).
- Light, Paul C. *Driving Social Change: How to Solve the World's Toughest Problems* (2011).
- Senor, Dan and Saul Singer. *Start-Up Nation: The Story of Israel's Economic Miracle* (2009).
- Shane, Scott A. *The Illusions of Entrepreneurship: The Costly Myths that Entrepreneurs, Investors, and Policy Makers Live By* (2008).
- Wills, Jocelyn. *Boosters, Hustlers, and Speculators: Entrepreneurial Culture and the Rise of Minneapolis and St. Paul, 1849-1883* (2005).

Daily Schedule:

Thursday, 2 February: Entrepreneurship Overview

READ: Nothing.
 DO: Attend class and ask questions.
 LEARN: About the course.

Tuesday, 7 February: Entrepreneurship and Economic Growth, Overview

READ: *Making Poor Nations Rich*, chapter 1; "Entrepreneurship in South Dakota" (on Moodle).
 DO: Attend class and be prepared to discuss the assigned readings.
 LEARN: Overview entrepreneurship's influence on economic growth.

Thursday, 9 February: Entrepreneurship and Economic Growth, Olson's View

READ: *Making Poor Nations Rich*, chapter 2.
 DO: Attend class and be prepared to discuss the assigned readings.
 LEARN: Olson's view of entrepreneurship's influence on economic growth.

Tuesday, 14 February: Entrepreneurship and Economic Growth, The views of Landes and Shane

READ: *Invention of Enterprise*, introduction; Shane, *Illusions of Entrepreneurship* excerpt (on Moodle).
 DO: Attend class and be prepared to discuss the assigned readings.
 LEARN: Landes's and Shane's view of entrepreneurship's influence on economic growth.

Thursday, 16 February: Entrepreneurship and Economic Growth, Holcombe's view

READ: *Making Poor Nations Rich*, chapter 3.

DO: Attend class and be prepared to discuss the assigned readings; **propose S.I.I.P orally in class and in writing on Moodle.**

LEARN: Holcombe's view of entrepreneurship's influence on economic growth.

Tuesday, 21 February: Entrepreneurship and Economic Growth, Lawson's view

READ: *Making Poor Nations Rich*, chapter 5.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: Lawson's view of entrepreneurship's influence on economic growth.

Thursday, 23 February: Entrepreneurship, Economic Growth, and Beyond: Baumol's view

READ: *Making Poor Nations Rich*, chapter 4; *Invention of Enterprise*, chapter 18.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: Baumol's view of entrepreneurship's influence on economic growth and its implications for theory, teaching, and policy.

Tuesday, 28 February: Entrepreneurship in Antiquity

READ: *Invention of Enterprise*, chapters 1 and 2.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The characteristics of entrepreneurship in antiquity.

Thursday, 1 March: Islam and Entrepreneurship

READ: *Invention of Enterprise*, chapter 3.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which Islam promoted and stymied entrepreneurship.

Tuesday, 6 March: Entrepreneurship in Medieval Europe

READ: *Invention of Enterprise*, chapter 4.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which feudalism promoted and stymied entrepreneurship.

Thursday, 8 March: The Roots of Modern Capitalist Entrepreneurship

READ: *Invention of Enterprise*, chapter 5.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The characteristics of entrepreneurship in Renaissance Europe.

Tuesday, 13 March: The Netherlands

READ: *Invention of Enterprise*, chapter 6.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which the Dutch Republic promoted and stymied entrepreneurship.

Thursday, 15 March: Britain During Its Three Industrial Revolutions

READ: *Invention of Enterprise*, chapters 7 and 8.

DO: Attend class and be prepared to discuss the assigned readings; **draft S.I.I.P. due (Moodle)**.

LEARN: The ways in which pre-World War I Britain promoted and stymied entrepreneurship.

~~~~~SPRING BREAK~~~~~

Tuesday, 27 March: Britain Since the Great War

READ: *Invention of Enterprise*, chapter 9.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which post-World War I Britain promoted and stymied entrepreneurship.

Thursday, 29 March: Germany

READ: *Invention of Enterprise*, chapter 10.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which Germany promoted and stymied entrepreneurship.

Tuesday, 3 April: France

READ: *Invention of Enterprise*, chapter 11.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which France promoted and stymied entrepreneurship.

Thursday, 5 April: Antebellum America

READ: *Invention of Enterprise*, chapter 12.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which the pre-Civil War U.S.A. promoted and stymied entrepreneurship.

Tuesday, 10 April: Postbellum America

READ: *Invention of Enterprise*, chapter 13.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which America promoted and stymied entrepreneurship in the Gilded and Progressive eras.

Thursday, 12 April: Twentieth Century U.S.A.

READ: *Invention of Enterprise*, chapter 14.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which the U.S.A. promoted and stymied entrepreneurship in the twentieth century.

Tuesday, 17 April: India

READ: *Invention of Enterprise*, chapter 15; *Making Poor Nations Rich*, chapter 11.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which India promoted and stymied entrepreneurship.

Thursday, 19 April: China

READ: *Invention of Enterprise*, chapter 16; *Making Poor Nations Rich*, chapter 10.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which China promoted and stymied entrepreneurship.

Tuesday, 24 April: Japan

READ: *Invention of Enterprise*, chapter 17.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which Japan promoted and stymied entrepreneurship.

Thursday, 26 April: Africa and Latin America

READ: *Making Poor Nations Rich*, chapters 6 and 7.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which African and Latin American nations promoted and stymied entrepreneurship.

Tuesday, 1 May: Eastern Europe and Scandinavia

READ: *Making Poor Nations Rich*, chapters 8 and 9.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which Germany promoted and stymied entrepreneurship.

Thursday, 3 May: Ireland

READ: *Making Poor Nations Rich*, chapter 12.

DO: Attend class and be prepared to discuss the assigned readings; **final day to submit voluntary S.I.I.P. drafts (email)**.

LEARN: The ways in which Ireland promoted and stymied entrepreneurship.

Tuesday, 8 May: New Zealand

READ: *Making Poor Nations Rich*, chapter 13.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which New Zealand promoted and stymied entrepreneurship.

#### Thursday, 10 May: Botswana

READ: *Making Poor Nations Rich*, chapter 14.

DO: Attend class and be prepared to discuss the assigned readings; **final S.I.I.P. due (Moodle)**.

LEARN: The ways in which Botswana promoted and stymied entrepreneurship.

#### **S.I.I.P. (Student Initiated Individual Project):**

On Thursday, 16 February each student will propose (orally, in class, and in writing on Moodle) an original individual project related to the course and its objectives. **It must entail an analysis of the entrepreneurial system of a political entity (nation, state or province, municipality), past and/or present (as applicable)**. (For hints, see the supplemental readings on reserve.) It may consist of a traditional term paper; written or video blog; video game; survey or experiment (and statistical analysis and write up of results); song or other musical composition, poem, or short story; white paper or policy recommendation; lesson plan; grant or book proposal; book, article, or television review; documentary, movie, play, or script; and/or any other original, creative endeavor approved by the instructor and other students. Students should see the instructor on or before his office hours on Tuesday, 14 February if they have any questions about acceptable project forms or topics.

Mandatory draft S.I.I.P.s are due Thursday, 15 March and will be returned electronically with instructor comments before 26 March (i.e., over Spring Break). Full credit (10%, as below) will be given if the proposal and the draft are submitted on or before the due date and show reasonable effort. Proposals or drafts submitted late or that were obviously dashed off at the last minute will receive no credit (i.e., the student's final grade will be one letter lower – so do it, and do it on time!).

Subsequent drafts are voluntary and will not be graded. They will be accepted and promptly returned with instructor comments through Thursday, 3 May but not thereafter. Why submit a voluntary draft? As detailed below, the final version of the S.I.I.P. -- due at midnight on Thursday, 10 May -- will account for precisely half of the course grade **and must demonstrate mastery of the course and appropriate daily session objectives**. Students should put the appropriate time and effort into the project. There will be no makeups or do overs at the end of the semester *so students should take full advantage of the draft process*.

#### **Grading Guidelines:**

Grades will be a function of:

- Attendance (body in class, 100 – no. classes missed<sup>2</sup>): weighted 20%
- Participation (asking relevant questions, offering comments related to the readings in class, and leading classroom discussions when asked): 20%
- S.I.I.P. proposal and mandatory draft: 10%
- S.I.I.P. final: 50%

A+  $\geq$  97.5; A  $\geq$  95; A-  $\geq$  90; B+  $\geq$  87.5; B  $\geq$  85; B-  $\geq$  80 and so forth ...

### **Honor Code:**

As a community of scholars, the students and faculty at Augustana College commit to the highest standards of excellence by mutually embracing an Honor Code. The Honor Code requires that examinations and selected assignments contain the following pledge statement to which students are expected to sign:

*On my honor, I pledge that I have upheld the Honor Code, and that the work I have done on this assignment has been honest, and that the work of others in this class has, to the best of my knowledge, been honest as well.*

Faculty members are responsible for investigating all instances involving any student who does not sign the Honor Pledge or who bring forward an academic integrity concern. The complete Honor Code can be found at [www.augie.edu/admin/acadaff/](http://www.augie.edu/admin/acadaff/).

### **Disability Services:**

Any student who feels that he or she may need to discuss reasonable accommodations for a disability, please see the instructor during office hours. Students with questions regarding disability services including appropriate documentation and coordination of reasonable accommodations are welcome to contact Susan Bies at the Student Academic Support Service Office located in the Career Center Suite, Room 100. The office phone number is 274-4403 and her e-mail is [susan.bies@augie.edu](mailto:susan.bies@augie.edu).