UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>College (check one):</th>
<th>Arts and Sciences</th>
<th>Business</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Submitted By:</td>
<td>Louis Martinette</td>
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<tr>
<td>Date Prepared:</td>
<td>September 23, 2015</td>
<td></td>
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<tr>
<td>Course Title:</td>
<td>The Origins and Evolution of Business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department/discipline and course number*:</td>
<td>MGMT 422 / MKTG 422</td>
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</tr>
</tbody>
</table>

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits proposed: 3

Prerequisites: Junior status, AND College of Business major or minor; OR permission of the Associate Dean for Faculty or faculty member teaching.

Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?)

| NO | YES |

Date of first offering of this new course: SEMESTER, year

Fall 2016 (probably Spring 2017)

Proposed frequency of offering of the course:

Every Spring

List the faculty who will likely teach the course:

Louis Martinette

Are ANY new resources required?

| NO | YES |

Document in attached impact statement

This new course will be (check all that apply):

- Required in the major
- General Elective
- Elective in the major
- General Education**

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description:
This class examines how the vision of individuals and groups combined with innovations, large and small, can affect the business environment and the culture and how the availability of those innovations can create business opportunities while often influencing social change.

<table>
<thead>
<tr>
<th>Course Number and Title of Previous Course</th>
<th>Semester Offered</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD 471b7 The Origins and Evolution of Business</td>
<td>Fall 2015</td>
<td>21</td>
</tr>
<tr>
<td>BUAD 471b7 The Origins and Evolution of Business</td>
<td>Spring 2015</td>
<td>15</td>
</tr>
</tbody>
</table>

CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C- grade or lower in the earlier course.

NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:
1. Rationale Statement (Why is this course needed? What purposes will it serve?)
2. Impact Statement (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. Sample Syllabus

Department Chair
Ken Machande
Date: October 26, 2015

College Curriculum Chair
Lance Gentry
Date: October 26, 2015

UCC Chair Approval:
Patricia Reynolds
Date: 11/9/2015

New Course Proposal Cover Sheet (July 2013)
Rationale Statement
This rationale is made up of excerpts from a proceedings paper (AGMS at Oxford, 2014) entitled: The Role of Innovation in the History of Commerce: Toward a College Course By Louis Martinette, Todd Coates, and Michael Lehman

Justification and Rationale
Business students often have wide ranging views on the social responsibility of business, many of which are often at odds with setting a strategy for building and sustaining a successful enterprise. Discussions in the public domain seem to reflect a conflict between private sector businesses and the political class. The citizens in the middle of this conflict must make decisions about business opportunities with great uncertainty, especially those who are not highly informed as to the role of innovations in the historical context of business.

Colby, Ehrlich, Sullivan, and Dolle (2012) suggest that “In order to ensure that its graduates (of business curriculums) develop the breadth of outlook and conceptual agility for living in a global century, higher education also needs to ensure that students understand the relation of business to the larger world and can act on that understanding as business professionals and as citizens.” (p. 2) This contextualized knowledge will identify and clarify a “liberal learning” framework for business education, marketing and management in particular, that interconnects across multiple domains of knowledge, using three essential modes of thinking recommended by Colby et al. (2012):

- Analytical thinking—translating “…concrete experience into general concepts and categories and logical thinking using those concepts and categories.” (p. 167)
- Multiple Framing—whereby “…competing, even conflicting, perspectives for viewing the world” are recognized. (p. 167)
- Practical Reasoning—recognizing the need to develop “…the ability navigate the necessary back-and-forth between general concepts and particular challenges and responsibilities…” (p. 167)

The purpose of this course would be to explore the role innovation has played in the evolution of business and its relationship to society throughout history. The proposed course will examine how innovations, large and small, can affect the business environment and how the availability of those innovations can create business opportunities while at the same time influencing social change.

Ferrell (1984) described the twentieth century as a “seamless web, a welter of uninterrupted events meaningless or profound or pedestrian…” Ferrell (1984) adds: “If one looks more carefully and seeks not the political moments—which are often sensational—but rather economics, society, intellect, the century does seem to have points of movement and slowing down, marking off ‘periods’ or ‘eras’: it is these that deserve attention, that force the mind to observe change amid apparent chaos.”

The challenge for business students and teachers alike is to identify those ‘periods’ or ‘eras’ in order to provide context for the events that became historical benchmarks. To do so could be accomplished by organizing historical information and evolving knowledge in to coherent points of reference in the context provided by Gilder (2013) when he said “We begin with the proposition that capitalism is not chiefly an incentive system but an information system.” (pp. 5-6) Furthermore, as Gordon (2001) notes, “Business history, like all history, seethes with human passion. And because it is so very human, it is rich in the grandeur and pettiness, triumphs and tragedies of which we as a species have proved ourselves so capable.” (p. XIII) For example American economic history can be divided into eras illustrated by selected decades along with significant transition points. This could also be accomplished in a variety of diverse cultures, using the same approach to develop and coherent thread across time relating to commerce. In addition, for purposes of this proposal, a the following is a brief review an approach to teaching this course using important innovations to illustrate the evolution from the historical perspective of business in America:

First, an introduction to the broad scope of American business history from 1850 to 2014, dealing with some key individuals, institutional developments, and innovations in American business history, as well as related economic, technological, and social developments in American society. This will lay the groundwork for individual analysis of various businesses and industries in a newly developed college course centered on the history of commerce.

Second, various businesses and innovations will be identified with objective of considering both the economic and societal ramifications. Those innovations fall under the broad categories of communications, transportation, and energy.

Third, in the context of each business and innovation issue will be identified and broadly examined by illustrating events of the past and how they may have contributed to societal changes that took place then and
now. This will build on the framework of Colby et al. (2012) and provide a more effective way of identifying emerging innovations and how they may influence future societal changes and economic opportunities, thus setting the stage for more informed business decisions.

**Summary**

John Mackey, Co-CEO of Whole Foods Market, in his book "Conscious Capitalism," (2013) describes his evolving view of capitalism: "I learned that voluntary exchange for mutual benefit has led to unprecedented prosperity for humanity…I learned that free enterprise, when combined with property rights, innovation, the rule of law, and constitutionally limited democratic government, results in societies that maximize societal prosperity and establish conditions that promote human happiness and well-being—not just for the rich, but for the larger society, including the poor." (p. 4)

This contextualized knowledge will identify and clarify a "liberal learning" framework for business education, marketing and management in particular, that interconnects across multiple domains of knowledge, using the three essential modes of thinking recommended by Colby et al. (2012).

The perceptions of business and commerce and what it all means has evolved for centuries as the observation of Mackey (2013) suggests. With a focus on the founding fathers of the United States, Winik (2007) points out “And inside these adolescent colonies and among these men, an unmatched generation of political talent in the annals of the world, would percolate ideas on natural history and global geography, free trade and material prosperity, matters of state and the human condition, the nature of man and the nature of government. In the bustling New World, all were endlessly discussed and debated, in Jefferson's telling phrase, like "Greek colloquia."” (Page 23)

These issues continue to be debated today among the people and their leaders from around the world. It is crucial, for those that disseminate business education, that they supplement the core requirements of accounting, marketing, management, finance, etc. and other basic business principals with a presentation of business in a historical context and the roll of that innovations, both seemly small and large, played in the continually unfolding story of commerce. The study of history of any kind often leads back to commerce as a central theme. Consider Durant (1929) when he said, "The more we learn, the less we know; every advance reveals new mysteries and new uncertainties; the molecule discloses the atom, the atom discloses the electron, the electron discloses the quantum and the quantum defies and overlaps all our categories and all our laws. Education is the molting of dogmas, a progress in the art of doubt." (p. 54).

As Gilder (2013) noted: "Failing to see the centrality of entrepreneurial creativity, economists everywhere have counseled governments to attend to the money supply, aggregate demand, consumer confidence, trade imbalances, budget deficits, capital flows---to attend to everything except what matters most: the environment for innovation" (p. 27). As Winik (2007) suggests, the “ideas” of history were discussed and debated by some of the greatest minds in history, resulting in an entirely new and dynamic way of life centered on freedom and commerce. This course will provide the opportunity to continue to better understand man’s quest to, at its core take care of one’s self and one’s family and, at its highest level, to take care of basic needs as well as an ever evolving and improving way of life for the world at large.

**References**


**Impact Statement**

There are no new resources initially required for this course. This class has already been taught two times as BUAD 471. However, if the demand exceeded more than one section a year, the College of Business would need additional support for this class. In anticipation of this demand, the College of Business expects to fill two positions this year (one in management, one in marketing). Both management and marketing faculty are qualified to teach this class assuming they meet the AACSB requirements for their disciplines.
University of Mary Washington  
College of Business  
BUAD 471 (16 Week) Origins and Evolution of Business (3 credits)  
Fall 2015

Instructor: Dr. Louis Martinette  
Associate Professor of Management & Marketing  
Cell Phone: (804) 614-7342  
E-mail: lmartine@umw.edu (Absolutely the best way to contact me)

Meeting Days/Times/Room: Tuesday & Thursday/11:00AM to 12:15 PM/duPont Hall Room 205  
Office Hours: Student conferences are available by appointment Tuesday or Thursday (or other days if needed). Student conferences may be held in the office, by telephone, or electronically. Extended hours are available for online consultations throughout the semester.

COURSE DESCRIPTION The purpose of this course is to explore the role of commerce, culture, and innovation from a historical perspective. While the “pre-industrial revolution” will be reviewed, the primary focus will range from the middle of the nineteenth century (1800s) to present day (2015). The participants in this class will examine how the vision of individuals and groups combined with innovations, large and small, can affect the business environment and how the availability of those innovations can create business opportunities while often influencing dramatic social change.

This course will explore the history of business and innovation by providing an overview while exploring how business activity has shaped and been shaped by various social and political forces. A focus of the course will be on the efforts of the individual working through private business activities that meet the needs and/or desires of the larger community.

The pursuit of business has been done by many public personalities, including men such as John D. Rockefeller and Andrew Carnegie and more recently Bill Gates and Steve Jobs. This course also explores the interplay between the private world of business (an its players) and the culture in order to uncover a mutually dependent relationship that has come to define modern Western society.

In this course students will, in addition to learning the broad outline of the history of business and commerce, sharpen their ability to read and think critically, develop their analytical skills, learn to organize and present their thoughts and research in the form of papers as well as practicing the art of expressing and presenting ideas when managing individual classes in such a manner that demonstrates their respect for the opinions of others as well as their own critical engagement with the course readings and the world around them.

COURSE OBJECTIVES  
Upon completion of this course, participants will be prepared to explore questions on how and why business and society interact in the context of history, allowing students to make connections with topics that may seem unrelated to business. Course objectives include:

1. Learning the broader meaning of innovations.
2. Understanding how innovations influence society and business.
4. Understanding how technological advances influence society and organizational change.
5. Analyze the past and present of the “information age” and how future innovations may influence business in the future from both strategic and organizational perspectives.

SPECIFIC LEARNING GOALS:  
• Foundational Knowledge: To enhance a student’s understanding of commerce in the context of history and culture by identifying innovations and individuals who have had an impact on business and society.
• Application: To provide a framework for an effective way to assess and identify emerging innovations and social changes, setting the stage for more informed business decisions.
• Integration: To extend the knowledge of students by identifying and examining specific innovative business events of the past and how they may have contributed to resulting societal changes.
• Human Dimension: To assist students and teachers alike in thinking critically, rather than reactively, about the nature of social evolution as relates to business and innovations.
REQUIRED COURSE MATERIALS

- One book for the book project (announced in first class)
- Supplemental articles may be noted in course schedule and provided in Canvas.

RECOMMENDED (not required) COURSE MATERIALS

- The Innovators by Walter Isaacson (Simon and Schuster, 2014).
- Other books may be recommended but not required.

COURSE GRADING AND POLICIES

Grade Breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Student Presentation (Group)</td>
<td>20%</td>
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<tr>
<td>Midterm</td>
<td>25%</td>
</tr>
<tr>
<td>Final Book Project</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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A. Points

Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade Scale</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100% of the total points</td>
<td>A = 93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
<td>B = 83-86.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
<td>C- = 70-72.9%</td>
</tr>
<tr>
<td>B</td>
<td>80-82.9%</td>
<td>B+ = 87-89.9%</td>
</tr>
<tr>
<td>B-</td>
<td>76 - 79.9%</td>
<td>C = 73 - 75.9%</td>
</tr>
<tr>
<td>C</td>
<td>63 - 65.9%</td>
<td>F = Below 63</td>
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</tbody>
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B. Late Work Policy

Late assignments will not be accepted, and a grade of 0 will be recorded. A late submission on the student’s part results in an inconvenience to the instructor and your fellow students because of a commitment to providing timely assessments. Students are expected to keep up with the due dates, and must complete each Learning Unit completely before moving to the next one. Work completed out of order will not be accepted.

C. Communication

One of the most important aspects of any college course is the protocol for communication with the instructor. Most student questions can be answered after reviewing the documents contained in the course. If questions remain, address them via email to the instructor. In your email, include your course number (e.g., BAUD 471) in the subject line. Students can expect a response within 36 hours for routine questions (e.g., clarification, short-answer questions). However, if inquiries require the faculty to research, consult with a third party, or analyze an issue, students should expect responses within 72 hours. In the unusual circumstance of a time critical issue, students should send an urgent/priority email to the instructor (make sure you mark the email accordingly). In this instance, the email is easily identifiable, and the student can expect a response within 24 hours.

Students are expected to be thorough, concise, and polite in the delivery of emails. Many who use email have often (incorrectly) assumed that communicating in sentence fragments, sound bytes, and in a tone that most would not accept in face-to-face communication is acceptable…it is not, especially in business communications. Be mindful of this when communicating by email with other students and faculty.
D. **Written Work**

All written work shall be submitted on time, and adhere to the APA format. Furthermore, content will not override negligent spelling, grammar or punctuation. All written work must be typed/word processed, and should demonstrate the following minimum requirements:

- Thorough research evidenced by logical and coherent data and citations from relevant and useful sources (more than Wikipedia).
- Completeness of analysis
- Clarity
- Meaningful recommendations/opinions (do not just “shoot from the hip”)
- Neatly organized and presented using outlines provided.
- All written work must be submitted electronically through Canvas.

**TEACHING METHODS**

The student can expect the following:

- In view of the amount of material we must be selective, intense, and organized in utilizing our time. Consequently, not every topic will be discussed in full detail, but the reading of all assigned material is necessary in order to successfully answer questions, manage assignments, and complete all of the tests.
- Classes will be conducted in a blended format, which means that we will some classes where the learning will take place outside of class. Feedback will be provided in a timely manner to those who submit their work on time. Each class will be organized according to the schedule at the end of this syllabus.
- This class is as much student driven as it is faculty driven. There are multiple opportunities for students to frame and present information to the class so that all may learn.
- It is the student’s responsibility to obtain all notes and material for each class.
- If any student needs to meet with the professor face-to-face we can do so on campus by appointment or through a video conference (Skype or iChat).

**ASSIGNMENT OVERVIEW**

**Participation (25%): Please note that this is a real grade, not a given! It must be earned.** In most cases, missing even one class session will have an adverse impact on your grade in the course. Further, if you know going into the course that coming to class is an inconvenience, I encourage you to drop the course and register for it when you can attend all sessions. In that light, please consider our class meetings to be just as important as any professional meeting that you would commit to having throughout your career.

To maximize the participation grade, students are expected to arrive to class on time, participate substantively in class discussions, and demonstrate overall professionalism in keeping with university level course work. Any absence from class will have some influence on this grade, as it is impossible to participate when not in attendance. The participation grade will be based on substantive contribution to the class—not on the amount of talking. Focus on quality not quantity. High participation marks can be attained simply by raising questions about material not fully understood or contribution relevant information to a discussion. Merely attending class, however, does not demonstrate participation. Be sure to contribute to the class discussion when you have something worthwhile to say. Suggestions for preparing proactively for your class participation grade include:

1) Participating in all study group activities, both in and outside of class.
2) Doing all of the assigned reading as you may be called on to discuss issues in a particular chapter or course related issue.
3) Students may be called on randomly during each class. If not present, the student will earn a 0 for the day.
When speaking, please speak to everyone in the class—not only to the instructor. All discussion should be orderly, courteous, and cooperative. Everyone should be involved, but no one should dominate.

Students will also be assessed on their participation during class meetings, including both faculty and fellow student presentations. During our classes, students will discuss in some detail the assigned readings and will be encouraged to grapple with the larger themes of the course. Students will be assessed on the basis of their familiarity with the readings and their ability to discuss the broader themes of the course. It should be noted that the quality of one’s remarks are very often more valuable than the quantity of one’s interventions in a discussion. A student’s ability to consider and respect the ideas and opinions of others will also be recognized.

**Student Presentations (20%)** This will relate to weekly reading for the first half of the semester. A full assignment description is available on Canvas under the “files” tab and the “Syllabus and Assignments” folder.

**Final Book Project: (30% total):** A fuller description is available on Canvas under the “files” tab and the “Syllabus and Assignments” folder.

**Midterm on Assigned Chapters (25% total):** This will be a take home exam. Details to follow at a later date.

**INCOMPLETE GRADES**

Incomplete grades are issued when a student cannot complete the assigned work and/or final examination due to unforeseen personal circumstances tantamount to a family catastrophe or illness. A grade of “I” is issued in lieu of an actual grade for the course. Incomplete grades are scrutinized on case-by-case basis.

An Incomplete Grade Contract must be approved by the appropriate Program Director and filed in the Office of the Registrar. The Incomplete Grade Contract must be filed by the student and instructor, and must clearly state the reason for the incomplete, the work to be completed, and the due date of the work to complete the course. A grade of “F” will automatically be applied to the course after the completion deadline has passed unless the instructor submits a grade. Students must drop any course for which the incomplete course is a prerequisite. Students have until the end of the following semester to complete the course.

**UMW HONOR CODE:** Honesty and integrity are expected of students at UMW. Students shall read the honor code, and write the word ‘PLEDGE’ (*see below) and follow with a signature on written research projects submitted in this class.

*(PLEDGE: “I hereby declare upon my word that I have neither given nor received unauthorized help on this work.”)*

**RIGHT TO MODIFY:** The instructor reserves the right to modify the following tentative schedule, as well as course requirements, assignments, grading procedures, and other related policies as circumstances may dictate.

**IMPORTANT DATES:** Please review the University of Mary Washington online academic calendar for a list of important dates.

**NOTE:** It is the responsibility of the student to inform the instructor if he/she has a condition that requires special accommodations. See below for student accommodation information.

**THE OFFICE OF DISABILITY RESOURCES** ([http://academics.umw.edu/disability/](http://academics.umw.edu/disability/)) has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you already receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Please bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise.

If you have not contacted the Office of Disability Services and need accommodations, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability. Their phone number is 540-654-1266."

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**CLASSROOM ACCOMMODATIONS:** Once a student has presented appropriate documentation of a disability, he or she may request accommodations in the classroom, which may include, but are not limited to: Extended time on tests, permission to tape record lectures, note taking assistance, and distraction-reduced testing locations. To request an accommodation, the student must complete a Classroom Accommodations Request Form, submit it to the Office of Disability Services, and make an appointment with the Director. A form may be downloaded online.

**IMPORTANT DATES:** Please review the University of Mary Washington online academic calendar for a complete list of important dates.

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**TENTATIVE CLASS SCHEDULE**

**Week 1: Course Introduction-Origins and Evolution of Business/Commerce**

<table>
<thead>
<tr>
<th>Tuesday, August 25</th>
<th>Thursday August 27:</th>
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<tbody>
<tr>
<td><strong>Course Introduction</strong></td>
<td>Discussion: In class video and discussion</td>
</tr>
<tr>
<td><strong>Review of Syllabus</strong></td>
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<tr>
<td><strong>Review of Assignments</strong></td>
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</table>

**Week 2: Disruptive Innovations**

<table>
<thead>
<tr>
<th>Tuesday, September 1:</th>
<th>Thursday, September 3:</th>
</tr>
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<tbody>
<tr>
<td>Discussion: The origins of commerce. Why does it exist and how did it evolve?</td>
<td>Discussion: Innovations Across History</td>
</tr>
</tbody>
</table>

**Week 3: The Pre-Industrial Revolution Era**

<table>
<thead>
<tr>
<th>Tuesday, September 8:</th>
<th>Thursday, September 10:</th>
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<tbody>
<tr>
<td>Discussion: A Quest for A New Way Of Life</td>
<td>#1 Student run class:</td>
</tr>
<tr>
<td>Read from Roth (The Roots And Future Of Management Theory)-- The Pre-Industrial Revolution</td>
<td>One Study Team: Chapter 1 and Chapter 2</td>
</tr>
<tr>
<td>Learning Objectives: See List at the beginning of the chapters Read: The Pre-Industrial Revolution (Part I) Chapter 1: Medieval Period and the Renaissance: Developing the Basics (p.3) Chapter 2: The Reformation: Opening the Door to Opportunity (p.21)</td>
<td></td>
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</table>
### Week 4: The Pre-Industrial Revolution Era

**Tuesday, September 15:**
- Discussion: A Quest for A New Way Of Life (Continued)

**Read from Roth (The Roots And Future Of Management Theory)—The Pre-Industrial Revolution**

**Learning Objectives:**
- See List at the beginning of the chapters
  - Chapter 3: The Enlightenment: Cornerstones for a New Socioeconomic Order (p.35)
  - Chapter 4: Brining the Pre-Industrial Revolution Into Perspective (p. 47)

**Thursday, September 17:**
- #2 Student run class:
  - One Study Team: Chapter 3 and Chapter 4

### Week 5: The Industrial Revolution

**Tuesday, September 22:**
- Discussion: New Ways To Earn A Living

**Read from Roth (The Roots And Future Of Management Theory)—The Industrial Revolution**

**Learning Objectives:**
- See List at the beginning of the chapters
  - Read: The Industrial Revolution
  - Chapter 5: The Early Industrial Revolution: Europe Leads The Way (p.59)
  - Chapter 6: The Early Industrial Revolution: The United States Catches Up (p. 77)

**Thursday, September 24:**
- #3 Student run class:
  - One Study Team: Chapter 5 and Chapter 6

### Week 6: The Industrial Revolution

**Tuesday, September 29:**
- Discussion: New Ways To Earn A Living (Continued)

**Read from Roth (The Roots And Future Of Management Theory)—The Industrial Revolution**

**Learning Objectives:**
- See List at the beginning of the chapters
  - Chapter 7: The Late Industrial Revolution: Efficiency vs Effectiveness (p. 97)
  - Chapter 8: Bringing The Industrial Revolution Era Into Perspective (p. 121)

**Thursday, October 1:**
- #4 Student run class:
  - One Study Team: Chapter 7 and Chapter 8
### Week 7: The Post-Industrial Revolution

<table>
<thead>
<tr>
<th>Tuesday, October 6:</th>
<th>Thursday, October 8:</th>
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<tbody>
<tr>
<td>Discussion: The Transcontinental Railroad</td>
<td>#5 Student run class:</td>
</tr>
<tr>
<td>Read from Roth (The Roots And Future Of Management Theory)—The Industrial Revolution</td>
<td>One Study Team: Chapter 9 and Chapter 10</td>
</tr>
<tr>
<td>Learning Objectives: See List at the beginning of the chapters Read: The Post-Industrial Revolution Chapter 9: The Gathering Forces Of Change (p. 135) Chapter 10: The Post-Industrial Revolution Era: Tying It All Together (p. 155)</td>
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### Week 8: The Post-Industrial Revolution

<table>
<thead>
<tr>
<th>Tuesday, October 13:</th>
<th>Thursday, October 15:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Break-No Class Meeting</td>
<td>Discussion: Evolving Affluence In A Modern World Read from Roth (The Roots And Future Of Management Theory)—The Industrial Revolution</td>
</tr>
</tbody>
</table>

### Week 10: The Age Of Information

<table>
<thead>
<tr>
<th>Tuesday, October 20:</th>
<th>Thursday, October 22:</th>
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<tbody>
<tr>
<td>#6 Student run class: One Study Team: Chapter 11 and Chapter 12</td>
<td>Guest Speaker—Brice Anderson-Managing Editor of The Richmond Times Dispatch</td>
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</tbody>
</table>

### Week 11: The Age Of Information

<table>
<thead>
<tr>
<th>Tuesday, October 27:</th>
<th>Thursday, October 29:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take Home Midterm-No class meeting—Due by 11:59, October 27, 2015 (i.e. tonight)</td>
<td>EIR Speaker at Convergence Center: Three options for attending include: 9:30, 11:00, and 2:00.</td>
</tr>
</tbody>
</table>
### Week 12: The Age Of Information

<table>
<thead>
<tr>
<th>Tuesday, November 3:</th>
<th>Thursday, November 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Revolution or Evolution: Which is it?  (Part 1)</td>
<td>Guest Speaker—Todd Coates—Sports as a Business</td>
</tr>
<tr>
<td>Information Revolution or Evolution: Which is it?  (Part 2)</td>
<td></td>
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</tbody>
</table>

### Week 13: The Age Of Information

<table>
<thead>
<tr>
<th>Tuesday, November 10:</th>
<th>Thursday, November 12:</th>
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</thead>
<tbody>
<tr>
<td>Information Revolution or Evolution: Which is it?  (Part 3)</td>
<td>Guest Speaker—Susan Massey Wal???—Entrepreneurship</td>
</tr>
<tr>
<td>Information Revolution or Evolution: Which is it?  (Part 4)</td>
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</table>

### Week 14: The Age Of Information

<table>
<thead>
<tr>
<th>Tuesday, November 17:</th>
<th>Thursday, November 19:</th>
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</table>
| Guest Speaker: Dr. Mukesh Srivastava  
Topic: Emerging Technologies | History, Innovations, and John Mackey |

### Week 15: The Age Of Information

<table>
<thead>
<tr>
<th>Tuesday, November 24:</th>
<th>Thursday, November 26:</th>
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<tbody>
<tr>
<td>Information Revolution or Evolution: Which is it?  (Part 5-The Final Home Stretch)</td>
<td>Thanksgiving</td>
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### Week 16: The Age Of Information

<table>
<thead>
<tr>
<th>Tuesday, December 1</th>
<th>Thursday, December 3</th>
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<tbody>
<tr>
<td>Student book Presentations</td>
<td>Student book Presentations</td>
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### Exam Week

<table>
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<tr>
<th>Tuesday, December 8</th>
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<tbody>
<tr>
<td>Final Written Book Project Due</td>
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