



Lead for the Greater Good

O'Neill School of Public and Environmental Affairs
SPEA A483/A-V500 Arts Entrepreneurship

Resources: The Mill – podcasts/ slideshows, i.e. Pegasus Pictures

Instructor: Dr. Monika Herzig/Senior Lecturer; mherzig@indiana.edu, SPEA 433, 812-855-4700

Teaching Assistant:

Class Meeting: M/W 2:30pm

Office Hours: M/W 10-11am, 4-5pm or by appointment

Course Description:

The goal of the course is to study principles of arts entrepreneurship through a practice-based approach based on the jam session model for group creativity. Student will develop their entrepreneurial and improvisational capacities, study principles of entrepreneurship and creativity, and develop a Business Model Canvas and Pitch Deck.

Required Reading

Neck, H. et al. *Entrepreneurship – The Practice and Mindset*. Sage: Thousand Oaks, 2018, further readings in files on Canvas

Learning Objectives/ Outcomes:

At the end of the class the student will

- understand different definitions and theories of creativity and group dynamics
- discuss and implement principles of entrepreneurship
- apply the jam session model for creative problem solving
- develop improvisatory capacities through exercises and new habits
- analyze creative group dynamics in a variety of group settings
- analyze entrepreneurship case studies in various fields
- implement creative thinking techniques in a design thinking project
- complete a Business Model Canvas

Grading (see detailed assignment description on Canvas)

Top Hat Answers/ Activities	20 %
Idea Log and weekly best of voting	10 %
Jam Session Observation	10 %
The Problem	5 %
Quizzes/ Assignments for Chapters 7, 8, 10	15 %
Case Study Discussion	10 %
Group Projects:	15 %
Case Study (Groups) (10 points)	
100 Ideas (5 points)	

Final Exam	15 %
Total	100 %

Grading Scale:

A+ 97	A 93	A- 90
B+ 87	B 83	B- 80
C+ 77	C 73	C- 70
D+ 67	D 63	D- 60
F 599 and below		

Date	Topics
Jan 13/15	Class Overview, What is Creativity? - Don Kuratko on Entrepreneurship (Jan 15) <i>NEA Report: How Creativity Works in the Brain (2015).</i> <i>Sternberg, Robert J.(2006) 'The Nature of Creativity', Creativity Research Journal, 18: 1, 87 — 98</i> Start Idea Log and Voting, five ideas/ five picks every week until Feb 17
Jan 22	Entrepreneurship: A Global Social Movement Neck, H. et al. <i>Entrepreneurship</i> – Chapter 1
Jan 27	Practicing Entrepreneurship Neck, H. et al. <i>Entrepreneurship</i> – Chapter 2
Jan 29	The Creative Mind – Documentary, features of creativity
Feb 3/5	Developing an Entrepreneurial Mindset – Pinpointing a Problem Neck, H. et al. <i>Entrepreneurship</i> – Chapter 3 Principles of Entrepreneurship – Puzzles and Quilts <i>The Creative Personality - Mihaly Csikszentmihalyi</i> http://www.ted.com/talks/mihaly_csikszentmihalyi_on_flow.html
Feb 10	The Problem – 2 minute pitches
Feb 12	The Jam Session Model for Entrepreneurship <i>Herzig, Monika and David Baker. Beyond Jamming: A Historical and Analytical Perspective on the Creative Process. Journal of the Music & Entertainment Industry Educators Association, Volume 14, Number 1 (2014).</i> <i>Limb CJ, Braun AR (2008) Neural Substrates of Spontaneous Musical Performance: An fMRI Study of Jazz Improvisation. PLoS ONE 3(2): e1679. doi:10.1371/journal.pone.0001679</i>
Feb 17/19	Generating New Ideas – Neck, H. et al. <i>Entrepreneurship</i> – Chapter 5 <i>Clydesdale, Greg. Creativity and Competition: The Beatles. Creativity Research Journal, 18: 2, 129 — 139.</i> Belitski, M., & Herzig, M. The Jam Session Model for Group Creativity and Innovative Technology. <i>The Journal of Technology Transfer</i> , 1-16. Form Project Groups
Feb 24/26	Initial Ideas – Choice and Discussion – Alexi King https://www.ted.com/talks/tom_wujec_build_a_tower_build_a_team The Marshmello Project 100 Ideas Due Feb 26
Mar 2/4	Using Design Thinking Neck, H. et al. <i>Entrepreneurship</i> – Chapter 6 <i>Catmull, Ed. How Pixar fosters Collective Creativity. Harvard Business Review.</i> Jam Session Observation Due Mar 4
Mar 9/11	Case Study Presentations and Prototype Development

REVISED SYLLABUS DUE TO ONLINE TEACHING

March 30	Testing and Experimenting in Markets
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	Neck, H. et al. <i>Entrepreneurship</i> - Chapter 7 Complete video lecture and quiz questions by April 5
April 6	Building Business Models Neck, H. et al. <i>Entrepreneurship</i> – Chapter 8 Complete video lecture and quiz questions by April 12
April 13	Creating Revenue Models Neck, H. et al. <i>Entrepreneurship</i> – Chapter 10 Complete video lecture and quiz questions by April 19
Ap 20	Case Study: Straight No Chaser Complete discussion questions in discussions and respond to peers by April 26
April 27	Final Exam Questions will be posted to be completed by May 4

Please note that syllabus items and dates might be adapted slightly throughout the semester due to guest schedules, special events, etc – watch for Announcement updates!

Also: NO LATE ASSIGNMENTS accepted and Top Hat points during classroom activities can not be made up. Electronics may only be used to look up class-related materials – observations of other uses will be noted without reminder and repeated misuse will result in loss of participation points. Top Hat activities are based on class readings and you are expected to complete assigned readings before class.

Suggested Reading:

- Adair, John. *The art of creative thinking*. Kogan Page, 2007.
- Austin, Robert and Stormer, Carl. *Miles Davis: Kind of Blue*. Harvard Business School Case Study 9-609-050.
- Barrett, Frank. Coda: Creativity and Improvisation in Jazz and Organizations. *Communication Research* 1988 15: 582.
- Bastien, David and Hostager, Todd. Jazz as a process of organizational innovation.
- Belitski, M., & Herzig, M. The Jam Session Model for Group Creativity and Innovative Technology. *The Journal of Technology Transfer*, 1-16.
- Catmull, Ed. How Pixar fosters collective creativity. *Harvard Business Review*.
- Clydesdale, Greg. Creativity and Competition: The Beatles. *Creativity Research Journal* 2006, Vol. 18, No. 2, 129–139.
- Csikszentmihalyi, M. *Flow: The psychology of optimal experience*. Harper Perennial, 1991.
- Eysenck, Hans. Creativity and Personality: Suggestions for a Theory. *Psychological Inquiry*, Vol. 4, No. 3 (1993), pp. 147-178
- Florida, Richard and Goodnight, Jim. Managing for Creativity. *Harvard Business Review*
- Gladwell, Malcolm. *Blink*. Little, Brown, and Company, 2005.
- Gladwell, Malcolm. *Outliers*. Little, Brown, and Company, 2008.
- Holbrook, Morris. Playing the Changes on the Jazz Metaphor: An Expanded Conceptualization of Music-, Management-, and Marketing-Related Themes. *Foundations and Trends in Marketing*, Vol. 2, Nos. 3–4 (2007) 185–442.
- Kao, John. *Jamming*. HarperCollins, 1996.
- Kaufman, James, Baer, John, ed. *Creativity across domains*. Lawrence Erlbaum Associates, Publishers, 2005.
- Kuratko, Donald. *Entrepreneurship: theory, process, practice*. Boston, Ma: Cengage Learning, 2017.
- Lehrer, Jonah. *Imagine*. Houghton Mifflin Harcourt Publishing, New York: 2012
- Lillard, Angeline and Else-Quest, Nicole. The Early Years. Evaluating Montessori Education. *Science* 29 September 2006: Vol. 313 no. 5795 pp. 1893-1894, DOI: 10.1126/science.1132362.
- Limb, Charles and Braun, Allen. Neural Substrates of Spontaneous Musical Performance: An fMRI Study of Jazz Improvisation. *PLoS ONE* 3(2): e1679. doi:10.1371/journal.pone.0001679.
- Johnstone, Keith. *Impro for Storytellers*. Faber and Faber, London: 1999.
- Monson, Ingrid. *Saying something*. University of Chicago Press, 1996.
- Paulus, Paul & Nijstad, Bernard, ed. *Group Creativity*. Oxford University Press.
- Sawyer, Keith, ed. *Creativity in performance*. Ablex, 1997.

Sawyer, Keith. Creative Teaching: Collaborative Discussion as Disciplined Improvisation. *Educational Researcher*, Vol. 33, No. 2 (Mar., 2004), pp. 12-20

Sawyer, Keith. *Group genius*. Basic Books, 2007.

Sternberg, Robert J.(2006). The Nature of Creativity, *Creativity Research Journal*, 18: 1, 87 — 98

Sternbert, Robert and Todd Lubart. Creating Creative Minds. *The Phi Delta Kappan*, Vol. 72, No. 8 (Apr., 1991), pp. 608-614.

Sternberg, Robert, ed. *Handbook of creativity*. Cambridge University Press, 1999.

Tharp, Twyla. *The Creative Habit*. Simon & Schuster, 2003.

Creativity Research Journal. Routledge.

Varbanova, Lidia. *International Entrepreneurship in the Arts*. Routledge: 2016.

SPEA faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the IUB Code of Student Rights, Responsibilities, and Conduct, which can be accessed at <http://dsa.indiana.edu/Code/> so you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript). Significant violations of the Code can result in expulsion from the University.

Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the Code of Student Rights, Responsibilities, and Conduct, a student must give credit to the work of another person when he 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 idea, opinion, or theory; or**
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.**

I will make accommodations for students registered with Adaptive Educational Services (AES) on the Indianapolis campus (Phone: 317-274-3241 or e-mail AES@iupui.edu) or the Disability Services for Students Office in Franklin Hall on the Bloomington campus (Phone: 812-855-7578).

1. Counseling and Psychological Services For information about services offered to students by CAPS: <http://healthcenter.indiana.edu/counseling/index.shtml>.

2. Disability Services for Students For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <http://studentaffairs.iub.edu/dss/>.

3. Sexual Harassment. [IU requests that instructors include this] As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources: <http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator

or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

O'Neill Student Honor Code *(Revised May, 2019)*

Introduction

O'Neill takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

Scope

O'Neill's Student Honor Code focuses on all aspects of behavior and conduct of students at O'Neill and Indiana University. Most salient, it applies to all courses offered by O'Neill, and to all students who take O'Neill classes,

regardless of whether students are O'Neill majors. Students who have been admitted to O'Neill are expected to continue their commitment to ethical behavior in all of their endeavors, including, but not limited to, course work inside and outside of O'Neill, internships, community service, and overseas study.

O'Neill's code draws heavily on the IU Code of Student Rights, Responsibilities, and Conduct¹ as well as that of the Kelley School of Business Student Honor Code.² The code covers all aspects of a student's academic work. Academic dishonesty includes submitting fraudulent work, giving or receiving unauthorized assistance, tampering with the credibility of coursework, plagiarism, cheating on exams or similar measures of performance, or any other suspect behavior. O'Neill's code also extends to matters of civility and professional conduct, including, e.g., expectations about class attendance, punctuality, participation in class, and decorum in class.

Violations

According to the Indiana University Code of Student Rights, Responsibilities, and Conduct, the following behaviors reflect academic integrity:

- Academic integrity requires that students take credit only for ideas and efforts that are their own. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person or organization without acknowledgment.
- A student must give credit to the originality of others and acknowledge indebtedness whenever:
 - directly quoting another person's actual words, whether oral or written;
 - using another person's ideas, opinions, or theories;
 - paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 - borrowing facts, statistics, or illustrative material, or
 - offering materials assembled or collected by others in the form of projects or collections without acknowledgment.
- A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise.
- A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized such assistance.
- A student must not use another person as a substitute in the taking of an examination or quiz.

¹ Indiana University. 2005. IU Code of Student Rights, Responsibilities, and Conduct. Available at: <http://www.dsa.indiana.edu/Code/Code%20of%20Student%20Rights,%20Responsibilities,%20and%20Conduct%202005.pdf>.

² Kelley School of Business. 2005. Student Honor Code. Available at: <http://www.kelley.iu.edu/ugrad/academics/code.cfm>. Sections in the O'Neill Student Honor Code on "Scope," "Violations," "Reporting," and "Civil and Professional Conduct" are heavily redacted from the Kelley Student Honor Code.

- A student must not steal examinations or other course materials.
- A student must not allow others to conduct research or to prepare any work for him or her.
- A student must not take any credit for a team project unless the student has made a fair and substantial contribution to the group effort.
- A student must not steal, change, destroy, or impede another student's work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
- A student must not violate course rules as contained in a course syllabus or other information provided to the student.
- A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

Reporting

Violations of the honor code should be reported by those who have observed the violation or who have knowledge of a violation. Students should not only honor the code themselves, but they should also accept responsibility for reporting the suspected violations of others. Violations of the honor code should be reported directly to the instructor of the course in which the violation has occurred.

Handling Academic Dishonesty

The processes used by O'Neill to handle cases of academic dishonesty are the same as those described in the *Code of Student Rights, Responsibilities, and Conduct, Indiana University: Procedures for Bloomington Campus* which is accessible at <http://dsa.indiana.edu/Code/CodeProcedures2006-7.pdf>. This document specifies the steps used to pursue suspected cases of misconduct, including procedures for initial findings of misconduct through sanctioning. Appeals processes available to students are also described.

Civility and Professional Conduct

O'Neill endorses the importance of civil behavior as stated in the Indiana University Code of Academic Ethics (found at: www.indiana.edu/~ufc/docs/AY05/Circulars/U8-2005c.approved.rtf) as well as in the Statement of Rights and Responsibilities promulgated by Harvard University.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

Concluding Remarks

O'Neill takes pride in training generations of leaders in the public, private, and non-profit sectors. Part of our leadership training involves instilling respect for the academic enterprise, for fellow students, and for instructors. O'Neill excels when all elements of this code are internalized and practiced by O'Neill community members.