

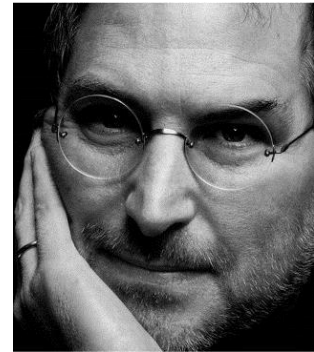


**Leaders vs. Entrepreneurs (POL 452)**  
Davidson College

**Fall 2015**

Class Times: Wednesday, 1:30 pm – 4:20 pm  
Class Location: Chambers 1086

**Professor Graham Bullock**  
Department of Political Science  
Department of Environmental Studies



Office Hours: Mondays between 1:30 pm and 4:30 pm and by appointment  
Office Location: 2262 Chambers; Office Phone: 704-894-2314  
Email: grbullock@davidson.edu

*This course has no pre-requisites, and may be counted as an Environmental Social Science course required for Environmental Studies majors and as one of the 10 Political Science courses required for Political Science majors and the POL seminar requirement.*

### **Course Overview**

What are the characteristics of great leaders and successful entrepreneurs, and what roles do they play in politics and society? How are they similar and different? Building on insights from political science, economics, and psychology, this course addresses these questions across a wide range of economic, social, and political contexts. Students learn to use different theories of leadership and entrepreneurship to analyze the effectiveness of individuals as diverse as Mahatma Gandhi, Steve Jobs, Teddy Roosevelt, Ralph Nader, Jane Goodall, Elon Musk, Warren Buffett, and Wendy Kopp. The course explores the meaning of social entrepreneurship, policy entrepreneurship, and servant leadership, and discusses their relevance to Davidson's stated purpose of preparing students for "lives of leadership and service." While other domains are explored as well, the course has a particular emphasis on the role of leaders and entrepreneurs in confronting the diverse environmental challenges facing human society.

We will read an interdisciplinary range of theoretical, biographical, and empirical texts relevant to the study of leadership and entrepreneurship. The readings are divided into five parallel tracks that continue throughout the semester: 1) theories of leadership; 2) theories of entrepreneurship; 3) empirical and theoretical research on different forms of social, economic, and political leadership and entrepreneurship; 4) biographies of notable social, economic, and political leaders and entrepreneurs; and 5) narratives about success stories of environmental entrepreneurship and leadership. Reading these texts in parallel will enable students to immediately apply theories and concepts they learn to real-world contexts and examples.

Students will complete a major research paper that will use a case study approach to analyze the role of leaders and entrepreneurs in the context of a specific issue domain (healthcare, climate change, immigration, pollution, etc.). Students taking the course for environmental studies credit will write their research paper on an environmental issue of their choice. Students will also complete three short response papers, lead class discussion at least once during the semester, and write a short reflection paper at the end of the course.

## Course Learning Outcomes

By the end of this course, students will be able to:

1. **Theoretical Knowledge:** Summarize key theories and concepts relating to leadership and entrepreneurship from a range of fields and disciplines.
2. **Empirical Knowledge:** Describe the primary accomplishments and failures of a wide range of political, social, and economic leaders and entrepreneurs, including several from the environmental field.
3. **Application:** Classify, compare, and contrast these different leaders and entrepreneurs using relevant theories and concepts.
4. **Analysis:** Analyze claims about leadership and entrepreneurship made by different scholars and commentators.
5. **Evaluation:** Evaluate the quality of competing claims about the nature of leadership and entrepreneurship.
6. **Synthesis:** Explore the difference between entrepreneurship and leadership in a major research paper that creatively builds on relevant theory and empirical research.
7. **Reflection:** Reflect on how the concepts of leadership and entrepreneurship are relevant to their own lives and personal aspirations.



I have designed this syllabus to help us accomplish these learning goals. I aim for our classes to be engaging and well-organized, our lectures, discussions, and group activities to be focused and productive, and our texts to be informative and thought-provoking. Our assignments will also help us meet these objectives, and assess our progress towards them. I will therefore work to provide constructive feedback and fair grades on these assignments in a timely manner (my goal is to have them back to you within two weeks of submission). I will be available for help outside of class in office hours every week for anyone with questions about the material covered in the course.

## Course Format and Structure

Most weeks students will read a chapter from each of the two books, *Leadership: Theory and Practice* and *The Psychology of Entrepreneurship*. Each week's selected chapters cover a similar topic, and enable a direct comparison of leadership versus entrepreneurship. Each week students will also read a short selection from the book, *Building the Green Economy: Success Stories from the Grassroots*, which will enable students to not only learn about cutting edge developments in the sustainability field and the environmental movement, but also apply the theories learned in the first two books to real world contexts.

To supplement these readings from the course's three texts, students will also read a selection of articles and book chapters each week. These readings are distributed across the six units of the class, and sequentially explore the nature of leadership and entrepreneurship in the social, political and economic sectors. Each week these readings will cover a leader or entrepreneur who has been successful either across a wide range of contexts or specifically in the context of environmental issues (and in some cases

both). They will also include theoretical or empirical articles introducing important concepts or data relevant to the particular theme of the week (e.g. policy entrepreneurship, economic leadership). The table below maps out these readings across the course's six units. An average of approximately 95 pages of reading are assigned each week, and assignments generally do not exceed 100 pages per week.

**Course Structure**

<b>Theme/Unit (Two Weeks each)</b>	<b>General Case</b>	<b>Environmental Case</b>	<b>Week 1 Reading</b>	<b>Week 2 Reading</b>
Unit I: Political Leadership	John F. Kennedy	Theodore Roosevelt	Max Weber; Richard Neustadt	Jones and Olken; Pillai and Williams
Unit II: Policy Entrepreneurship	Ralph Nader	Lois Gibbs (Love Canal HOA)	Mintrom and Norman	Crow
Unit III: Economic Leadership	Warren Buffett	Jim Rogers (Duke Energy)	Collins	Drucker
Unit IV: Economic Entrepreneurship	Steve Jobs	Elon Musk (Tesla)	Wennekers and Thurik	Folsom
Unit V: Social Leadership	Mahatma Gandhi	Jane Goodall (Roots and Shoots)	Heifetz	Egri
Unit VI: Social Entrepreneurship	Wendy Kopp	Paul Rice (Fair Trade USA)	Peredo and McLean	Dacin et al.

<b>Course Requirements (Assignments and Grading)</b>
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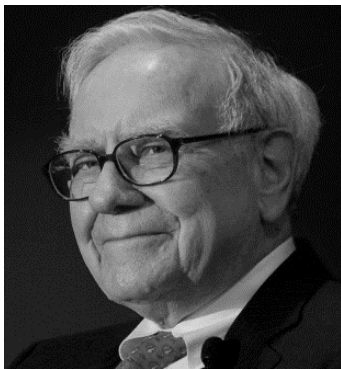
The assignments for this course are designed to help students accomplish the course's learning objectives. They include the following activities (all submitted written work should be double-spaced and double-sided using a regular 12 point font and 1 inch margins):

- **Class Participation (15%):** This course is designed for active student involvement and participation. For each day's class, I expect students to complete the assigned reading and to come to class prepared to discuss that reading. Participation grades will also be based on your preparation for class, your careful attention to assigned readings, the quality of your contributions, your respect for the ideas and remarks of others in the class, the relevance of your remarks, and your overall level of participation (both active and passive) in the classroom. I may ask directed questions related to each week's readings, and call on individual students to discuss their key insights. I will also ask students to rotate as class note-takers each week.
- **Class Leadership (5%):** Each student will take responsibility for facilitating class discussion for at least one class during the semester. Students are expected to meet with the professor beforehand to discuss their plan for the class they sign up for at the beginning of the course. This assignment is designed to assess progress on Learning Outcomes 1-5.
- **Response Papers (30%):** Students will write three two-page papers responding to the readings covered in the course. These response papers will demonstrate students' theoretical and empirical knowledge learned from the readings and their ability to apply that knowledge and use it to analyze and evaluate claims about leadership and entrepreneurship. Reading responses are due at the beginning of class on the following dates: Sept. 30, Oct. 28, and Dec. 2. Specific questions to explore in the responses will be provided in class a week before they are due. These response papers are designed to assess progress on Learning Outcomes 1-5.

- **Research Paper (40%):** This paper will use a case study approach to analyze the role of leaders and entrepreneurs in the context of a specific issue domain. Students taking the course for environmental studies credit should address an environmental issue in their final paper. The paper will use relevant theory and empirical research to explore the similarities and difference between entrepreneurship and leadership. It will look at the strengths and weaknesses and successes and failures of at least one individual who has played an important role in the issue domain selected. This paper should be between 20-25 pages and effectively employ relevant concepts and theories and address alternative theories and interpretations of evidence. This assignment is designed to assess progress on Learning Outcome 6, and will be due at 5 pm on Dec. 9. A statement of each student’s research topic, question, and strategy will be due at 5 pm on Friday, Sept. 11; an annotated bibliography will be due at 5 pm on Friday, Oct. 9; and a detailed outline of the paper will be due at 5 pm on Nov. 6.
- **Personal Website (10%):** Students will create their own personal website through the Davidson Domains project. The website should demonstrate the meaning of entrepreneurship and leadership in their own lives. It should highlight the students’ activities, traits, skills, or other characteristics in ways that build on insights from the course. Students will also submit a short one-page description of how the website embodies the concepts of leadership and entrepreneurship as they are relevant to their own lives and personal aspirations. The final version of the website and essay are due at the end of the exam period, December 18 at 5:15 pm.



**Course Expectations, Attendance, Extensions, and Extra Credit**



We will be covering new topics and issues every day. Attendance is therefore required and will be monitored daily. Please do not schedule interviews, non-emergency doctor’s appointments, or other commitments during class time. Unexcused absence from all or part of a class will lower your final course grade by as much as one percentage point. Missing 25% of classes (4 seminars), per Davidson College regulations, will result in an automatic failure of the course. Excused absences are only granted for serious personal illness or injury, family emergency, or authorized college activity, and generally require documentation from college officials. Changes in deadlines will be approved only upon evidence of similarly extenuating circumstances. It is your responsibility to request an excused absence or an extension as soon as you possibly can, and preferably at the beginning of the semester. You are also expected to respect your classmates and your professor by arriving for class on time and remaining until the end.

Following Davidson’s standards for its courses, I expect students to dedicate 12 hours per week to this course. While the exact amount and balance of work will vary by week, this estimate includes approximately three hours in class, four hours of reading and preparation for class, and five hours of work on assignments. Extra credit opportunities will be available for students who attend guest lectures on campus that are relevant to the course. To qualify for the extra credit, students will write short (1 page) response papers discussing the lecture’s insights. Such opportunities will be announced in class.

## Technology in the Classroom

When in lecture or in section please turn off your cell phones, MP3 players, and other mobile devices. Since it is our mutual responsibility to create a productive learning environment while we are in the classroom, notebook computers may not be used during class. There have been numerous studies showing that computers distract both the students using them and students around them (similar to second-hand smoke). These studies also indicate that they can result in a lack of learning and lower grades for those that they distract.

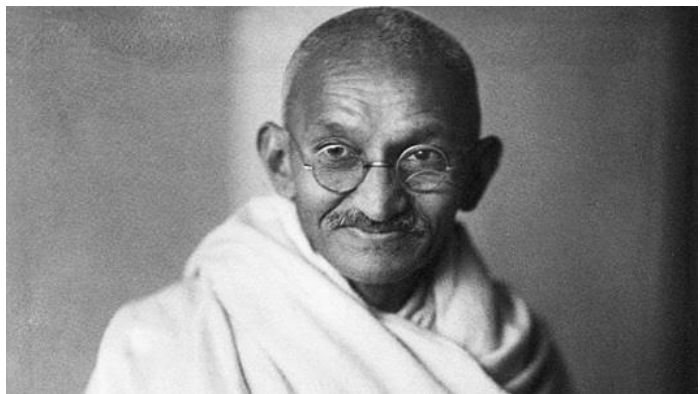
More importantly, they also create a physical barrier between students, the professor, and the rest of the class. This hinders the productive discussions and engagement that enables deeper learning and skill formation and is the hallmark of a liberal arts education. While I recognize many students may prefer to take notes using their computers because “they type faster than they write,” the object of note-taking is not quantity but quality. Especially in the social sciences where the skills of analysis and interpretation are essential, the key to constructive note-taking is to process and prioritize the information being received, not just copying it down verbatim.

Therefore students are encouraged to take notes in paper notebooks and to practice critical note-taking skills in the process. Tablets that lie flat on the desk are allowed, but should only be used for note-taking, not surfing the web or checking your email (turn off your wireless connection during class). After class, you are also encouraged to take a few minutes to review, revise, and even re-write your notes, and you can use a computer to do so. Your learning and analytical skills will be greatly improved as a result.

That is not say that technology cannot be effectively used in the classroom to facilitate our learning objectives – it can and we will do so throughout the semester. I will often use Powerpoint slides to summarize important points, and will distribute them via Moodle after class. I will make use of audio and video materials where relevant and appropriate, including some online materials. But it will be intentional and directed use of technology, not ad hoc and distracting.

## Honor Code and Academic Integrity

As a student at Davidson College, you are expected to uphold the highest standards of academic integrity and to follow the Honor Code throughout the course. Any violation of that code will be dealt with as stipulated. If you have any questions about documentation, what constitutes plagiarism, or any other Honor Code-related questions, please seek guidance right away. In general, academic dishonesty is defined as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any other act designed to avoid participating honestly in the learning process. Academic dishonesty also includes, but is not limited to, providing false or misleading information to receive an assignment extension or test postponement, or the submission of essentially the same written assignment for two different courses without prior permission of faculty members.



## Course Texts

Three texts are required for the course, and are available at the campus bookstore:

1. Northouse, Peter G. 2012. *Leadership: Theory and Practice*. 6th Edition. Thousand Oaks, CA: SAGE Publications, Inc.
2. Baum, J. Robert, Michael Frese, and Robert A. Baron, eds. 2012. *The Psychology of Entrepreneurship*. Reprint edition. New York: Psychology Press.
3. Danaher, Kevin, Shannon Biggs, and Jason Mark. 2007. *Building the Green Economy: Success Stories from the Grassroots*. PoliPointPress.

## Course Website and Emails

Additional readings that are not from these three books will be posted on Moodle. Please visit the course website on Moodle regularly for information about the course, including the syllabus, links to readings not in the textbook, paper assignments, and contact information. The web site can be accessed at [moodle.davidson.edu](http://moodle.davidson.edu). Emails about course updates and assignments will be sent either through Moodle or the course email list, so it is imperative that you check your Davidson email regularly. E-mail queries are welcome for issues that do not merit an office visit, but please allow at least 24 hours for a response.

## Detailed Course Outline, Readings and Deadlines

The course outline below lists the topics we will cover each day and week of the semester, and includes the readings associated with each topic. Students should read these materials before the class for which they are assigned and be prepared to discuss them. *Important Note:* I reserve the right to make modifications to this outline and list of readings if in my judgment the flow of the course is best served by such adjustments.

### Week 1: Introduction (August 26)

Baum, J. Robert, Michael Frese, and Robert A. Baron, eds. 2012. "Entrepreneurs and Leaders." *The Psychology of Entrepreneurship*. Reprint edition. New York: Psychology Press (18).  
"Leadership vs. Entrepreneurship; What's the Difference?" *The Strategy Guy*.  
<http://thestrategyguysite.com/people-leadership-development/leadership-vs-entrepreneurship-whats-the-difference/>.

## PART I: POLITICAL LEADERSHIP

### Week 2: Understanding Leadership and Entrepreneurship (Sept. 2)

Northouse, Peter G. 2012. "Introduction." *Leadership: Theory and Practice*. 6th Edition. Thousand Oaks, CA: SAGE Publications, Inc. (14).  
Baum, J. Robert, Michael Frese, and Robert A. Baron, eds. 2012. "Entrepreneurship as an Area of Psychology Study: An Introduction." *The Psychology of Entrepreneurship*. Reprint edition. New York: Psychology Press (18).  
Weber, Max. 1958. "Politics as Vocation." *Max Weber: Essays in Sociology*. Oxford: Oxford University Press, p. 77-128 (50). [Available on Moodle](#)  
Neustadt, Richard E. 1991. "Appraising a President." *Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan*. Revised edition. New York; Toronto; New York: Free Press, p. 167-182 (15). [Available on Moodle](#)

Danaher, Kevin, Shannon Biggs, and Jason Mark. 2007. "Introduction." *Building the Green Economy: Success Stories from the Grassroots*. PoliPointPress, p. 1-14 (14).

### **Week 3: The Traits of Leaders and Entrepreneurs (Sept. 9)**

Northouse, Peter G. 2012. "Trait Approach." *Leadership: Theory and Practice*. 6th Edition. Thousand Oaks, CA: SAGE Publications, Inc., (21).

Baron, Robert A. 2012. "Ingredients of Entrepreneurial Success: Characteristics, Skills, Networks...and Self-Regulation." *Entrepreneurship: An Evidence-Based Guide*. Edward Elgar Publishing, p. 96-121 (21).

Baron, Robert A. 2012. "The Cognitive Foundations of Entrepreneurship: The Origins of Ideas, Innovation, and Creativity." *Entrepreneurship: An Evidence-Based Guide*. Edward Elgar Publishing, p. 33-46 (14). [Available on Moodle](#)

Jones, Benjamin F., and Benjamin A. Olken. 2005. "Do Leaders Matter? National Leadership and Growth since World War II." *The Quarterly Journal of Economics* 120(3): 835-40, 858-862 (11).  
<http://www.jstor.org.ezproxy.lib.davidson.edu/stable/25098757>

Pillai, Rajnandini, and Ethlyn A. Williams. 1998. "Does Leadership Matter in the Political Arena? Voter Perceptions of Candidates' Transformational and Charismatic Leadership and the 1996 U.S. President." *The Leadership Quarterly* 9(3): 397-416 (10). [Available on Moodle](#)

Redekop, B. W. 2014. "Embodying the Story: Theodore Roosevelt's Conservation Leadership." *Leadership*, p. 1742-1750 (9). [Available on Moodle](#)

Danaher, Kevin, Shannon Biggs, and Jason Mark. 2007. "Toxic Avengers." *Building the Green Economy: Success Stories from the Grassroots*. PoliPointPress, p. 15-34 (20).

**Research Paper Topic, Problem and Strategy Due at 5 pm on Friday, Sept. 11**

## **PART II: POLITICAL ENTREPRENEURSHIP**

### **Week 4: The Personalities of Leaders and Entrepreneurs (Sept. 16)**

Northouse, Peter G. 2012. "The Psychodynamic Approach." *Leadership: Theory and Practice*. 6th Edition. Thousand Oaks, CA: SAGE Publications, Inc. (25).

Baum, J. Robert, Michael Frese, and Robert A. Baron, eds. 2012. "Born to be an Entrepreneur? Revisiting the Personality Approach to Entrepreneurship." *The Psychology of Entrepreneurship*. Reprint edition. New York: Psychology Press (25).

Mintrom, Michael, and Phillipa Norman. 2009. "Policy Entrepreneurship and Policy Change." *Policy Studies Journal* 37(4): 649-67 (18).

<http://search.proquest.com.ezproxy.lib.davidson.edu/docview/210544091/fulltextPDF?accountid=10427>

Mantel, Henriette et al. 2007. *An Unreasonable Man: Ralph Nader, How Do You Define a Legacy?* Santa Monica, CA: Genius Entertainment (class screening).

Danaher, Kevin, Shannon Biggs, and Jason Mark. 2007. "Toxic Avengers." *Building the Green Economy: Success Stories from the Grassroots*. PoliPointPress, p. 35-52 (17).

### **Week 5: The Skills of Leaders and Entrepreneurs (Sept. 23)**

Northouse, Peter G. 2012. "Skills Approach." *Leadership: Theory and Practice*. 6th Edition. Thousand Oaks, CA: SAGE Publications, Inc. (28)

Baum, J. Robert, Michael Frese, and Robert A. Baron, eds. 2012. "Entrepreneurs' Competencies." *The Psychology of Entrepreneurship*. Reprint edition. New York: Psychology Press (25).

Crow, Deserai Anderson. 2010. "Policy Entrepreneurs, Issue Experts, and Water Rights Policy Change in Colorado." *Review of Policy Research* 27(3): 299–314 (16).

<http://onlinelibrary.wiley.com.ezproxy.lib.davidson.edu/doi/10.1111/j.1541-1338.2010.00443.x/epdf>

Copeland, Libby. 1998. "Lois Gibbs's Grass-Roots Garden." *Washington Post*.

<http://www.washingtonpost.com/wp-srv/style/daily/loisgibbs.htm> (5).

Greene, Ronnie. 2013. "From Homemaker to Hell-Raiser in Love Canal." *Center for Public Integrity*.

<http://www.publicintegrity.org/2013/04/16/12465/homemaker-hell-raiser-love-canal> (5).

Danaher, Kevin, Shannon Biggs, and Jason Mark. 2007. "Toxic Avengers." *Building the Green Economy: Success Stories from the Grassroots*. PoliPointPress, p. 53-69 (16).



### **PART III: SOCIAL AND ECONOMIC LEADERSHIP**

#### **Week 6: The Styles of Leaders and Entrepreneurs (Sept. 30)**

Northouse, Peter G. 2012. "Style Approach." *Leadership: Theory and Practice*. 6th Edition. Thousand Oaks, CA: SAGE Publications, Inc (21).

Baum, J. Robert, Michael Frese, and Robert A. Baron, eds. 2012. "Entrepreneurship: A Process Perspective." *The Psychology of Entrepreneurship*. Reprint edition. New York: Psychology Press (21).

Collins, Jim. "Good to Great." [http://www.jimcollins.com/article\\_topics/articles/good-to-great.html](http://www.jimcollins.com/article_topics/articles/good-to-great.html).

Collins, Jim. "Level 5 Leadership." [http://www.jimcollins.com/media\\_topics/level-5.html#audio=82](http://www.jimcollins.com/media_topics/level-5.html#audio=82)  
and [http://www.jimcollins.com/media\\_topics/level-5.html#audio=81](http://www.jimcollins.com/media_topics/level-5.html#audio=81)

Schwartz, Mattathias. 2010. "The Church of Warren Buffett." *Harper's Magazine*.

<http://harpers.org/archive/2010/01/the-church-of-warren-buffett/> (8).

Danaher, Kevin, Shannon Biggs, and Jason Mark. 2007. "Toxic Avengers." *Building the Green Economy: Success Stories from the Grassroots*. PoliPointPress, p. 70-89 (20).

**Response Paper #1 Due in Class**



### **Week 7: Authentic Leadership and Entrepreneurship (Oct. 7)**

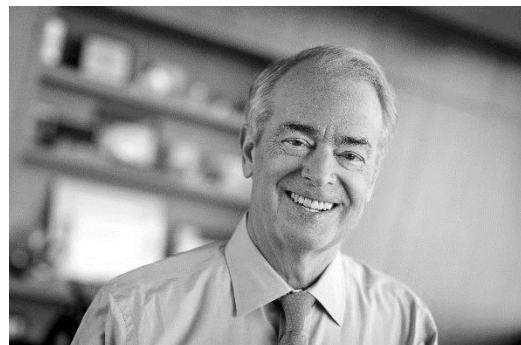
- Northouse, Peter G. 2012. "Authentic Leadership." *Leadership: Theory and Practice*. 6th Edition. Thousand Oaks, CA: SAGE Publications, Inc.
- "Life's Work: Jane Goodall." Harvard Business Review. <https://hbr.org/2010/04/lifes-work-jane-goodall>.
- Jones, Abigail. 2014. "Jane Goodall's Jungles." 2014. *Newsweek*.  
<http://www.newsweek.com/2014/10/31/jane-goodalls-jungles-279259.html>.
- Pappas, Georgia. 2010. "The Integral Leadership of Dr. Jane Goodall: An Interpretive Biographical Case Study of Her Life." *Fielding Graduate School*. <http://gradworks.umi.com/34/22/3422332.html>.  
Selections.
- Egri, Carolyn P., and Susan Herman. 2000. "Leadership in the North American Environmental Sector: Values, Leadership Styles, and Contexts of Environmental Leaders and Their Organizations." *The Academy of Management Journal* 43(4): 571–604 (30).  
<http://www.jstor.org.ezproxy.lib.davidson.edu/stable/1556356>
- Danaher, Kevin, Shannon Biggs, and Jason Mark. 2007. *Building the Green Economy: Success Stories from the Grassroots*. PoliPointPress, p. 90-110 (21).
- Research Paper Annotated Bibliography Due at 5 pm on Friday, Oct. 9**

### **Week 8: Leaders, Entrepreneurs, and Culture (Oct. 14)**

- Northouse, Peter G. 2012. "Culture and Leadership." *Leadership: Theory and Practice*. 6th Edition. Thousand Oaks, CA: SAGE Publications, Inc.
- Baum, J. Robert, Michael Frese, and Robert A. Baron, eds. 2012. "Cross-Cultural Entrepreneurship: The Case of China." *The Psychology of Entrepreneurship*. Reprint edition. New York: Psychology Press.
- Wennekers, Sander, and Roy Thurik. 1999. "Linking Entrepreneurship and Economic Growth." *Small Business Economics* 13(1): 27–55 (25).  
<http://www.jstor.org.ezproxy.lib.davidson.edu/stable/40229031>
- Gladwell, Malcolm. 2011. "The Tweaker." *The New Yorker*.  
<http://www.newyorker.com/magazine/2011/11/14/the-tweaker>.
- Isaacson, Walter. "The Real Leadership Lessons of Steve Jobs." *Harvard Business Review*.  
<https://hbr.org/2012/04/the-real-leadership-lessons-of-steve-jobs>.
- Austen, Ben. 2012. "The Story of Steve Jobs: An Inspiration or a Cautionary Tale?" *Wired*.  
[http://www.wired.com/2012/07/ff\\_stevejobs/all/](http://www.wired.com/2012/07/ff_stevejobs/all/).
- Danaher, Kevin, Shannon Biggs, and Jason Mark. 2007. *Building the Green Economy: Success Stories from the Grassroots*. PoliPointPress, p. 111-131 (21).

### **Week 9: The Organizational Contexts of Leaders and Entrepreneurs (Oct. 21)**

- Northouse, Peter G. 2012. "Situational Approach." *Leadership: Theory and Practice*. 6th Edition. Thousand Oaks, CA: SAGE Publications, Inc (13).
- Baum, J. Robert, Michael Frese, and Robert A. Baron, eds. 2012. "Entrepreneurs of Organizational Products Revisited." *The Psychology of Entrepreneurship*. Reprint edition. New York: Psychology Press (18).
- Drucker, Peter F. 1967. "Effectiveness Can Be Learned." *The Effective Executive*. New York: HarperBusiness, p. 1-24 (24). [Available on Moodle](#)



Bryant, Adam. 2009. "James E. Rogers: The C.E.O. as a General and a Scout." *The New York Times*. <http://www.nytimes.com/2009/10/11/business/11corner.html> (3).

"Jim Rogers, the CEO Who Wouldn't Leave." *BloombergView*.

<http://www.bloomberg.com/bw/articles/2012-09-20/jim-rogers-the-ceo-who-wouldnt-leave> (7).

Danaher, Kevin, Shannon Biggs, and Jason Mark. 2007. *Building the Green Economy: Success Stories from the Grassroots*. PoliPointPress, p. 132-157 (26).

### **Week 10: Leaders, Entrepreneurs and Motivation (Oct. 28)**

Northouse, Peter G. 2012. "Path-Goal Theory." *Leadership: Theory and Practice*. 6th Edition. Thousand Oaks, CA: SAGE Publications, Inc.

Baum, J. Robert, Michael Frese, and Robert A. Baron, eds. 2012. "Entrepreneurial Motivation." *The Psychology of Entrepreneurship*. Reprint edition. New York: Psychology Press.

Elon Musk Profiled: Bloomberg Risk Takers. 2013. [https://www.youtube.com/watch?v=CTJt547--AM&feature=youtube\\_gdata\\_player](https://www.youtube.com/watch?v=CTJt547--AM&feature=youtube_gdata_player).

"SpaceX: Entrepreneur's Race to Space." <http://www.cbsnews.com/videos/spacex-entrepreneurs-race-to-space/>.

Chafkin, Max. "Entrepreneur of the Year, 2007: Elon Musk." Inc.com.

<http://www.inc.com/magazine/20071201/entrepreneur-of-the-year-elon-musk.html>.

Folsom, Burton W. 1989. "The Greatest Anti-Monopolist in the Country: Commodore Vanderbilt and the Steamboat Industry." *Entrepreneurs vs. the State*. Reston, Va: Young America's Foundation, p. 1-15 (15). Available on Moodle

Danaher, Kevin, Shannon Biggs, and Jason Mark. 2007. *Building the Green Economy: Success Stories from the Grassroots*. PoliPointPress, p. 158-183 (26).

Response Paper #2 Due in Class

### **Week 11: Servant Leaders and Entrepreneurs (Nov. 4)**

Northouse, Peter G. 2012. "Servant Leadership." *Leadership: Theory and Practice*. 6th Edition. Thousand Oaks, CA: SAGE Publications, Inc.

Baum, J. Robert, Michael Frese, and Robert A. Baron, eds. 2012. "Education and Training." *The Psychology of Entrepreneurship*. Reprint edition. New York: Psychology Press.

Peredo, Ana María, and Murdith McLean. 2006. "Social Entrepreneurship: A Critical Review of the Concept." *Journal of World Business* 41(1): 56-65. Available on Moodle

Neck, Heidi, Candida Brush, and Elaine Allen. 2009. "The Landscape of Social Entrepreneurship." *Business Horizons* 52(1): 13-19. Available on Moodle

Tan, Regina. 2001. "Thesis Sparks Thriving Teacher Corps." *Princeton Weekly Bulletin* 90 (28).

<http://www.princeton.edu/pr/pwb/01/0521/9a.shtml>.

"Wendy Kopp: Leading an Educational Revolution." 2013. Academy of Achievement.

<http://www.achievement.org/autodoc/page/kop0bio-1>.

Danaher, Kevin, Shannon Biggs, and Jason Mark. 2007. *Building the Green Economy: Success Stories from the Grassroots*. PoliPointPress, p. 184-199 (16).



## **Week 12: Transformational Leaders and Entrepreneurs (Nov. 11)**

- Northouse, Peter G. 2012. "Transformational Leadership." *Leadership: Theory and Practice*. 6th Edition. Thousand Oaks, CA: SAGE Publications, Inc.
- Marmar, Max. "Transformational Entrepreneurship: Where Technology Meets Societal Impact." *Harvard Business Review*. <https://hbr.org/2012/04/transformational-entrepreneurs>.
- Heifetz, Ronald. 1998. *Leadership Without Easy Answers*. Cambridge, Mass: Harvard University Press, p. 1-27 (27). [Available on Moodle](#)
- Willner, Ann Ruth. 1985. "Gandhi." *The Spellbinders: Charismatic Political Leadership*. Reprint edition. London: Yale University Press, p. 118-127 (10). [Available on Moodle](#)
- Danaher, Kevin, Shannon Biggs, and Jason Mark. 2007. *Building the Green Economy: Success Stories from the Grassroots*. PoliPointPress, p. 201-221 (21).

**Research Paper Outline Due at 5 pm on Friday, November 6**

## **PART VI: SOCIAL ENTREPRENEURSHIP**

### **Week 13: Team Leaders and Intrapreneurs (Nov. 18)**

- Northouse, Peter G. 2012. "Team Leadership." *Leadership: Theory and Practice*. 6th Edition. Thousand Oaks, CA: SAGE Publications, Inc.
- Baum, J. Robert, Michael Frese, and Robert A. Baron, eds. 2012. "Intrapreneurship and Innovation." *The Psychology of Entrepreneurship*. Reprint edition. New York: Psychology Press.
- Dacin, M. Tina, Peter A. Dacin, and Paul Tracey. 2011. "Social Entrepreneurship: A Critique and Future Directions." *Organization Science* 22(5): 1203–13. [https://www.researchgate.net/profile/Paul\\_Tracey/publication/261962653\\_Social\\_Entrepreneurship\\_A\\_Critique\\_and\\_Future\\_Directions/links/54cfe20d0cf298d65665bea9.pdf](https://www.researchgate.net/profile/Paul_Tracey/publication/261962653_Social_Entrepreneurship_A_Critique_and_Future_Directions/links/54cfe20d0cf298d65665bea9.pdf)
- Cliford, Catherine. 2014. "How Fair Trade Went From a Crazy Coffee Concept to a Global Sustainability Trend." *Entrepreneur*. <http://www.entrepreneur.com/article/235435> (March 14, 2015).
- Mitchell, Eve. 2012. "Head of Fair-Trade Certifier Helps Spread Wealth to Poor Farmers." *Los Angeles Times*. <http://articles.latimes.com/2012/jan/22/business/la-fi-fair-trade-20120123>.
- Rice, Paul. 2012. "Fair Trade USA's CEO On Being A Better Social Entrepreneur." *Co.Exist*. <http://www.fastcoexist.com/1680437/fair-trade-usas-ceo-on-being-a-better-social-entrepreneur>.
- Danaher, Kevin, Shannon Biggs, and Jason Mark. 2007. *Building the Green Economy: Success Stories from the Grassroots*. PoliPointPress, p. 222-240 (19).



### **Week 14: Thanksgiving (Nov. 25 - NO CLASS)**

### **Week 15: Leaders, Entrepreneurs, and Ethics (Dec. 2)**

- Northouse, Peter G. 2012. "Leadership Ethics." *Leadership: Theory and Practice*. 6th Edition. Thousand Oaks, CA: SAGE Publications, Inc.
- Hicks, Dr Stephen. 2013. "Entrepreneurship and Ethics." In *Handbook of the Philosophical Foundations of Business Ethics*, ed. Christoph Luetge. Springer Netherlands, 1239–46. [http://link.springer.com/content/pdf/10.1007%2F978-94-007-1494-6\\_43.pdf](http://link.springer.com/content/pdf/10.1007%2F978-94-007-1494-6_43.pdf).
- Danaher, Kevin, Shannon Biggs, and Jason Mark. 2007. "Toxic Avengers." *Building the Green Economy: Success Stories from the Grassroots*. PoliPointPress, p. 241-258 (18).

**Response Paper #3 Due in Class**

**Research Paper Due at 5 pm on December 9**