What this Course is About

The basic premise of this class is that sociology has a great deal to offer not only to the theoretical understanding of innovation and entrepreneurship, but also to entrepreneurship as a practical enterprise. This perspective, while popular in the late 19th and early 20th centuries, has gotten steadily lost in the entrepreneurial fervor of the 1980s as the study of entrepreneurship moved almost exclusively into the hands of people in and around the business-school community. The objective of this class is to (re-) incorporate a critical social analysis into the field. Throughout the semester, we will explore the various ways in which the social sciences have provided fresh new insights into entrepreneurial behavior by placing innovation in its broader social, cultural, and cross-national contexts. Additionally, we will look at entrepreneurship from the perspective of a much wider range of actors (classes, genders, racial and ethnic groups) than is typically done by the business community. By the end of the semester, you should have a firm grasp of what entrepreneurs do (the usual purvview of modern business schools), as well as the causes of entrepreneurship and its cumulative (often not so positive) effects.
Learning Objectives
Most courses on innovation and entrepreneurship are pragmatic by design. This is not altogether surprising, since the clear majority of them are taught in vocational training programs. In their haste to prepare students for the everyday demands of the business world, these classes focus merely on the technical skills that are currently needed to become successful innovators and highly-paid entrepreneurs.

Why is this a problem? Because they fail to address key questions that intrigue most of us: What is innovation? Is every new gadget that is introduced on the market truly innovative? We celebrate disruptive innovations, but are there downsides to the volume and the pace with which innovation takes place in the 21st century? And what happens when you find yourself on the losing side of the innovation economy? And while we’re at it, let’s not forget to ask: Why are some countries more innovative than others? Is there a way to close the global innovation divide? How can we account for the resurgence of entrepreneurship in the 21st century? Weren’t social scientists predicting its demise as late as the 1970s? What does it take to become an entrepreneur, anyway? Can it be boiled down to a list of 10 psychological characteristics, as it is often done in popular pro-business magazines? What role do social and demographic factors play in determining who wins and who loses in our new entrepreneurial world order? How do these factors vary by race, class, and gender? What does entrepreneurship look like in Europe, China, Ghana, and the Muslim world? Is the experience anything like it is in the United States?

These questions, and others like them, will be on our agenda this semester. By thinking sociologically about them, I hope you will see innovation and entrepreneurship in an entirely new light: not merely as pragmatic skills to be mastered, but as social facts with significant (often positive, but sometimes dire) consequences.

Readings
You do not have to purchase any books or course readers for this class. The main ideas will be communicated in lectures as well as through required readings; the latter will be posted at our class website. Please note that required readings are not merely recommended: they are, in fact, required. The expectation is that you complete them before coming to class so that we can have informed discussions and lively debates. It goes without saying that you will be tested on these readings in weekly quizzes, take-home papers, as well as in your final exam.

Course Requirements
During the semester, you will be required to complete weekly quizzes, write four short essays, and complete a cumulative final exam.

Quizzes (10%). There will be weekly quizzes on lectures and required readings. Beginning with the third week of classes, I will post a quiz each week at our class website. These quizzes will be released every Thursday right after class. They will cover material that we discussed and/or read about during the week. You will have 24 hours to complete these quizzes. Each quiz will contain 5 questions (multiple choice and true/false). Once you begin the quiz, you will have 5 minutes to complete your work. The questions will be straightforward; you should have no problems answering them if you have completed the required readings and attended class. You may take your
online quiz whenever it is most convenient for you, but you must observe the 24-hour rule. Please note that the
deadline for these quizzes will not be extended for any reason and I will not provide you with a make-up quiz.
However, I will drop two of your lowest quiz scores in calculating your final grade. The dropped quizzes are not a
gift from me to you. They are there to mitigate the effects of such things as illness, job interviews, exam
preparation for other classes, grad school applications, visiting parents, technical mistakes, or simple human error
on your grades. Please use them wisely.

The expectation is that you do these quizzes on your own: you are not permitted to assist others, nor are you
allowed to receive assistance from others in answering quiz questions. Why are you not permitted to collaborate
on these quizzes? Simply because their main purpose is to test you on your mastery of the class material, not on
your ability to cut corners in securing a desired grade in this class.

Short Paper Assignments (60%). You will be asked to write four short papers during the semester. Think of these
as take-home exams, rather than semester-long research papers. These may take the form of a mini essay, they
may require that you define key terms and illustrate them with specific examples discussed in class, or they might
ask you to review and comment on the work of one or more scholars that we have consulted in class. Rules for
these short paper assignments are as follows:

1. I will post your assignment prompt one week ahead of the deadline. You will then have 7 days to complete
   your work. Your final paper must be posted inside your assignment folder no later than 11:59 pm on
deadline day. ABSOLUTELY NO EXTENSIONS will be possible. You will receive 0 points on your paper if
   we do not see your entire assignment inside the assignment folder by the deadline.
2. You will be posting your papers in your assignment folder on bCourses. Technical problems will not be
   accepted as an excuse for late submissions, nor will I accept hard copies or emailed versions of your work.
   It is your responsibility to make sure that you have working Internet access and that you are sufficiently
   familiar with bCourses to submit your assignment. If you need assistance with the latter, please contact
   Educational Technology Services (https://www.ets.berkeley.edu/services-facilities/bcourses).
3. These papers must be the result of your own work. While you may discuss the substantive content of your
   assignment with other students, you are ultimately responsible for making sure that what you submit to
   us is your own (original) work. To encourage you in this regard, we will require you to submit your work
to Turnitin - an online application that checks for the originality of your written work. All papers with a
score of 10% or higher will be closely scrutinized for possible plagiarism. If you are not familiar with
plagiarism, I recommend that you read this document: http://www.plagiarism.org/article/what-is-plagiarism.
4. Your assignment must be entirely in your own words. This is the best way for you to demonstrate that you
   have command over the class material. What does this mean? You will not be permitted to use direct
   quotations and you will be required to describe, paraphrase, and translate other people's ideas/research
   in your work.
5. You cannot consult with me in the writing of these take-home assignments. I am happy to answer
   technical questions about these papers, but I will not respond to queries related to substance.
6. As is the case with all the assignments in this class, you will be expected to show full command of the material that you have learned in this class (readings, lectures, class discussions). Be sure to incorporate these into your essays to demonstrate that you are learning. It is, of course, perfectly fine to bring into your essay material that you have learned in other classes. However, do this only after you have demonstrated mastery over the material that I have presented to you in Sociology 121. My job as a teacher in this class is to evaluate how much you have learned in this class, not how much raw intelligence you have overall.

7. These papers are not designed to test for creativity in answers. Creativity in a class like ours is notoriously difficult to grade. I will use these short papers simply to evaluate your mastery of the material covered in this class. Similarly, I do not grade on the basis of effort. The only thing that matters in these exams is results: have you demonstrated that you have learned the material that has been presented to you?

8. I will drop the lowest of your four take-home exam scores in calculating your final grade. As with the quizzes, however, I have to remind you that dropping the lowest take-home exam score is not a gift to you. It is there to remedy the negative effects of such things as illness, job interviews, lack of attention on your part, parents/lovers visiting during the exam, or extracurricular activities on your grade. Use this dropped grade judiciously as you will get only one freebie during the semester.

The dates for these short paper assignments are as follows; please put them on your calendar now:

- **Paper #1**: Friday, September 20th by 8 pm
- **Paper #2**: Friday, October 11th by 8 pm
- **Paper #3**: Friday, November 8th by 8 pm
- **Paper #4**: Friday, December 6th by 8 pm

These deadlines are not negotiable. If they do not fit into your calendar or busy schedule, please do not register for Sociology 121 this semester.

**Final In-Class Exam (30%)**: As required by the university, there will be a final in-class exam in this class. Please note that this exam is mandatory. What does this mean? You cannot get a passing grade in Sociology 121 if you fail to take this exam. The final exam will be one-hour long, closed-book, and cumulative. It will require you to have full command of all the materials (reading, lectures, class discussions) that have been presented to you during the semester. The exam will be a multiple choice, true/false, short answer type exam. It will draw heavily on weekly quizzes, but it will also contain some new material. You can find copies of past exams in the modules section of our class website.

How will this exam work? On Wednesday, December 11th (third day of RRR Week) I will post an exam workbook at our class website. This will contain 100 multiple choice and true/false questions. Your final exam will have 50 questions – 40 of these will be drawn from your workbook, while the remainder will be entirely new. The 10 new questions may be multiple choice questions, but I might present you with some open-ended questions, as well as short answer items. If you know the material that is in your workbook, you should have no problems with the final exam. Our final was scheduled for **8 am on Wednesday, December 18th**. Please put this date on your calendar.
right now so you do not forget about it and please do not schedule any other important activity for this time. I do not offer an alternative date/time for the final. If you cannot take the exam on this day and at this time you should not register for Sociology 121 this semester.

**Final Grades**
Grading – an uncanny manifestation of the urge to quantify the unquantifiable – will be based on: (1) your weekly quizzes, (2) the quality of your short take-home papers, and (3) your performance on the final in-class exam.

In assigning final grades, I will use the following basic scheme. Please take a good look at this distribution because it may differ from what you are used to in other classes. Please also note that I will not curve the class.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94 – 99.99%</td>
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<tr>
<td>A-</td>
<td>90 – 93.99%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83.99%</td>
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<tr>
<td>C+</td>
<td>77 – 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>74 – 76.99%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73.99%</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69.99%</td>
</tr>
<tr>
<td>D</td>
<td>64 – 66.99%</td>
</tr>
<tr>
<td>D-</td>
<td>61 – 63.99%</td>
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<tr>
<td>F</td>
<td>00 – 60.99%</td>
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</tbody>
</table>

Is it possible to obtain an A+ in this class? Absolutely! In this grade-inflated world of ours I'm not opposed to awarding students an A+ for exceptional work. To do so, however, you need to earn 100 or more points (overall) in the class. There will be no extra credit work assigned in Sociology 121, so the only way to secure an A+ is to turn in superior work consistently throughout the semester.

**How Can You Do Well in This Class?**
*Innovation and Entrepreneurship* was not designed to be a particularly difficult class. To do well in the course, however, will require consistent work and attention on your part. Here are some suggestions for doing well in the course:

1. **Attend class.** By design, attendance and participation are two vital components of this course. While I do not directly grade you on participation (by taking a roll call at each class), coming to lecture regularly is important if you want to do well on weekly quizzes, essays, and the final exam. You will be expected to integrate lecture materials into all graded work. Please do not take this class if you cannot attend regularly.

2. Don't just sit in the classroom; come to lecture in mind as well as in body. **Come prepared** by completing the required readings ahead of time. These will give you a good understanding and base knowledge of the topics that we will cover during lecture. **Participate and ask questions.** Active participation in class forces you to focus your attention and limit outside and internal distractions.
3. **Put your face in my face.** This is a large survey class and, as a result, I will be doing a fair amount of lecturing during the semester. However, I very much welcome class participation. In fact, class participation makes learning a great deal more enjoyable for everyone. Help me get to know you by participating in class, by talking to me after lectures, and by visiting me during office hours.

4. **Sign up for office hours.** I hold office hours on Tuesdays from 2:30 pm until 4:00 pm when classes are in session. Office hours are by appointment only. For an appointment, please sign up at *wejoinin.com* (you will find the link on the front page of our bCourses website). If you cannot make it to regularly scheduled office hours, please drop me a note (szonja@berkeley.edu) so we can set up an alternative time to meet. If life gets in the way of your work, please do not wait until the last week of the semester to let me know about your struggles. Make an appointment, come see me, let’s talk about your concerns before it is too late. Please also use academic advisors made available to you by the Department, as well as by the University. We are here to help you succeed, but we can only do this effectively if you come to us with your worries in a timely fashion.

5. **Take your short paper assignments seriously.** Make sure that you do all the work that is required from you to complete each take-home paper. Write clearly and connect your argument to materials that we have consulted in readings and/or in class. Think about the work in front of you and use your brilliant analytic skills to craft a vibrant, interesting, and lively response. Support everything you say with empirical evidence from readings, lectures, and class discussions. Show me that you are learning by incorporating into your work material that I have shared with you during the semester.

6. **Do the required readings.** I will rarely go over required readings in lectures, but they are there for a reason and you must read them if you want to do well in the course. Your short paper assignments will specifically test your understanding of the reading materials, and you will be expected to work them into your final exam. If you are having problems understanding these readings, please come and see me. I’m here to help.

7. **Turn in work on time.** All the assignments have firm deadlines associated with them. Put these deadlines on your calendar at the beginning of the semester and be sure to meet them. Don’t wait until the last minute to submit your work. Give yourself plenty of time for possible technical errors, Internet slowdowns, system overloads, and human error. When submitting work online, always double check to make sure that contribution is in your assignment folder. If it is not in your folder, we cannot grade it and you will receive a 0 on your work.

8. **Prepare for your final exam.** I will give you a workbook for your final exam. Make sure that you understand all of the exam questions and that you can answer them. Use all resources at your disposal to work on this booklet: look over your lecture notes, check out posted PowerPoint slides, re-read required books and/or research articles, talk to other students, form study groups, or stop by my office with specific questions during exam week office hours.
9. **Take good notes in class.** I will post lecture slides, but only in a rudimentary form. It is very important that you learn to take good lecture notes and that you rely on your notes, not the posted slides, for the basis of your quizzes and exams. If you miss a class, be sure that you borrow someone else's lecture notes to keep up with the material covered. Please note, also, that it is inappropriate to share lecture notes with anyone beyond this class. Do not post lecture notes (either your own or my posted lecture slides) on a third-party website. Doing so is a violation of copyright law.

Please note: I hold the copyright to all my lectures and course materials. My copyright includes your notes and summaries that substantially reflect my lectures or materials. These materials are made available to you only for personal use by you and you may not distribute or reproduce the materials without my express written consent.

**Appealing a Grade**

Social science research has repeatedly shown that grades have absolutely no direct effect on people's career or their earnings capacity ([https://www.jstor.org/stable/pdf/2092789.pdf](https://www.jstor.org/stable/pdf/2092789.pdf)). This notwithstanding, I understand that grades are important to you. Consequently, if you are not happy with your grade on *any* of our class assignments, I will support you in a fair and consistent review process. Please report all errors in writing, no later than one week after the grade is posted at our class website. It is your responsibility to keep an eye on posted grades and it is also your responsibility to report errors in a timely fashion. If you don't contact me within a week, the grade will become part of your permanent record. I will not accept late appeals.

How do you appeal a grade? The following description pertains principally to grade appeals on essay exams, but the same logic applies to all other grade appeals as well. Look at them, take them seriously, and follow them. Here's what you need to do, step-by-step:

1. Look over your work carefully. Don’t do this immediately after having received comments on your work. Give yourself a bit of time to deal with the blow of not having received the grade that you desired. Some distance might help you see your work in a more objective light.

2. As you evaluate your grade, please pay attention to the comments that your grader left for you in your assignment folder. Additionally, please look at the grading rubric to make sure that you understand what I expected from you on the exam. Remember: re-grade requests are not an opportunity for you to voice disagreement with the grading rubric, but a chance for you to point to errors that we may have made in applying the rubric to your work.
3. Prepare a brief (250 words or fewer) typed document detailing why you think your grade is inaccurate. A re-grade request is not an opportunity for you to re-write the assignment. Rather, your task here is to point to clear and convincing evidence that we have made an error in grading some part of your essay.

5. Place your grade appeal in my Departmental mailbox (in Room 410, Barrows Hall) no later than one week after grades are released to the class. Do not leave re-grade requests under my office door as these may get lost (many of us use the office and, occasionally, it is also cleaned so there are lots of opportunities for papers under the door to be mislaid.) I will not accept emailed requests for a re-grade.

7. In re-grading your work, I reserve the right to increase or decrease the number of points that were awarded to you on the work.

6. I'm happy to meet with you to discuss your exam results and I'm eager to assist you in any way that I can so that you can shine in this class. However, I will not consider re-grade requests in person, nor will I give you advice on whether you should submit your work for a grade appeal. This decision must be entirely your own.

Class Policies and Course Citizenship

Classes are learning communities. As such, we must abide by a set of rules, norms, and expectations for our community to operate effectively, harmoniously, and fairly. Here are some University and classroom policies that you need to keep in mind during the semester:

1. Correspondence Etiquette: Email has developed into an informal medium. I encourage you to treat class emails as you would any formal correspondence. Imagine that you are speaking directly to your recipient when you write an email, and monitor the content, tone, and attitude of your message accordingly. Among other things, this will require you to do simple things, like capitalizing letters when they should be capitalized, providing a salutation (like, "Dear Szonja"), and signing your full name. You are welcome to address me in any of the following ways you’re most comfortable: "Szonja," "Dr. Ivester," "Professor Ivester," or "Professor Szonja." However, please stay away from "Ma’am," "Ms." or "Mrs." as they are inappropriate forms of address in an academic setting. "Hey" is no way to start an email message to your professor. I am not your buddy, so please don’t “dude” me.

2. Classroom Behavior: I ask that you respect our classroom community by arriving on time and not leaving before the lecture is over. Coming and going during lecture is distracting to others and disrespectful towards me. Please refrain from it. Do not use the classroom to catch up on sleep, consume your lunch, or complete homework for another class. Be mindful of the presence of others. It is perfectly fine for you to share a brief idea with the person sitting next to you during lecture and, of course, I always welcome questions and comments in class. However, incessant chatting with your neighbor (especially on topics that are unrelated to the class) is incredibly distracting to the rest of us, so please don’t do it.
3. **No laptops, tablets, or smartphones may be used in class.** There is, by now, a large body of research which shows that using laptops in class reduces understanding of the class material not only for those who use them, but also for surrounding students as well. Bring a paper notebook and a pen or a pencil with you every time you come to class. If you violate my no-technology rule, I will ask you to leave the classroom. If you have a documented disability that requires the use of a laptop computer, please see me as soon as possible so we can make the necessary arrangements.

4. **Be honest.** Understand and follow the Berkeley Honor Code. Cheating and other violations of academic integrity (e.g., plagiarism) will be dealt with per University policy. It is important that you understand what constitutes cheating on quizzes, papers, and the exam. You are responsible for knowing and acting in accordance with University policy (you can brush on this policy here: https://teaching.berkeley.edu/berkeley-honor-code). If you cheat, I will fail you on the assignment and will also report you to Berkeley’s Office of Student Conduct.

5. **An Agreement:** By registering for this course, you acknowledge and accept that you have read this class guidebook. Everything that is in this guidebook or is presented in lectures is fair game for quizzes and/or examinations. It is your responsibility to be aware of assignments and changes to the syllabus, regardless of whether these are discussed in class or posted at our class website. Tardiness and absence are not acceptable excuses for not knowing about these.

**Class Website**

I have set up a bCourses website for this class. You can find here a copy of our syllabus, PDF files of our required readings (under "Modules"), as well as handouts and lecture notes (also under "Modules"). This is also where you will find announcements from me and it is also the place where you can keep an eye on your grades throughout the semester. Please make sure that you are familiar with our class website and please visit the site often.

**Get a Study Buddy**

Sometimes it is nice to have a friend in the class who can help you when you miss a lecture and/or when you do not fully understand an assignment. Please find one or two such study buddies so that you can keep up with our class material.
# Course Calendar & Assignments

(Please note that this schedule is subject to change.)

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>DATE</th>
<th>WHAT TO READ/VIEW</th>
<th>WHAT'S DUE</th>
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</thead>
<tbody>
<tr>
<td>Week 1: Introduction</td>
<td>Tuesday 8/27</td>
<td>No class, no readings. Semester starts on Wednesday, 8/28.</td>
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<tr>
<td></td>
<td>Thursday 8/28</td>
<td>Please read this syllabus from cover to cover.</td>
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<tr>
<td>Thursday 9/19</td>
<td>No lecture: First Take-Home Exam</td>
<td></td>
<td>Exam due: on Friday 9/20 by 8 pm</td>
</tr>
</tbody>
</table>
Mazzucato, Mariana. 2014. "The State Behind the iPhone." Pages 87 – 112 in *The Entrepreneurial State*. London, UK: Anthem Press. | quiz due: on Friday 10/04 by 8 pm |
### Week 7: Innovation - Regional and National Systems of Innovation

**Tuesday 10/08**


**Thursday 10/10**

No lecture: Second Take-Home Exam

Exam due: on Friday 10/11 by 8 pm

### Week 8: Entrepreneurship - What is Entrepreneurship?

**Tuesday 10/15**


**Thursday 10/17**


quiz due: on Friday 10/18 by 8 pm

### Week 9: Entrepreneurship - Are We All Entrepreneurs Now?

**Tuesday 10/22**


**Thursday 10/24**


quiz due: on Friday 10/25 by 8 pm
### Week 10: Entrepreneurship
#### Underground Entrepreneurs
**Tuesday 10/29**


**Thursday 10/30**


**quiz due:** on Friday 10/31 8 pm

### Week 11: Entrepreneurship
#### Women Entrepreneurs
**Tuesday 11/05**


**Thursday 11/07**
**No lecture:**

**Third Take-Home Exam**

**Exam due:** on Friday 11/08 by 8 pm

### Week 12: Entrepreneurship
#### Race and Entrepreneurship
**Tuesday 11/12**


**Thursday 11/14**


**quiz due:** on Friday 11/15 by 8 pm
### Week 13: Entrepreneurship
#### Ethical Issues in Entrepreneurship

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<tr>
<th>Date</th>
<th>Activity and Details</th>
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**Quiz due:**
- On Friday 11/22 by 8 pm

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### Week 14: Thanksgiving

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<th>Date</th>
<th>Activity and Details</th>
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**No lecture:**
- Fourth Take-Home Exam

**Exam due:**
- On Friday 12/06 by 8 pm

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### Week 15: Entrepreneurship
#### The Future

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 12/03</td>
<td>No lecture: Fourth Take-Home Exam</td>
</tr>
<tr>
<td>Thursday 12/05</td>
<td>No classes, no assignments due</td>
</tr>
</tbody>
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### Week 16: RRR Week

<table>
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<tr>
<th>Date</th>
<th>Activity and Details</th>
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<tbody>
<tr>
<td>Wednesday 12/11</td>
<td>No classes or assignments due this week. The Final Exam Workbook will be posted at the class website on Wednesday, December 11th.</td>
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</tbody>
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### Week 17: Exam Week

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity and Details</th>
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</thead>
<tbody>
<tr>
<td>Wednesday 12/18</td>
<td>Final exam scheduled for Wednesday, December 18th at 8 am. It will be a one-hour long, in-class, closed-book exam.</td>
</tr>
</tbody>
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**Mandatory Final Exam**
- 8 am – 9 am