

School of Environment, Enterprise and Development
Faculty of Environment
University of Waterloo

Winter 2020

ECDEV 605 Innovation, Entrepreneurship and Sustainable Business Development

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Office Hours: Mondays 1:00 - 3:00pm (EV3 4263); or by appointment

Lecture: Mondays 8:30am-11:20pm EVOLV1 1003

Course Objectives and Description

Innovation and entrepreneurship are now seen as paramount for economic growth and prosperity in the 21st Century. This graduate seminar is designed to give students in economic development, geography, planning and related disciplines the opportunity to engage with core debates about the nature of innovation and entrepreneurship. During this course, we will critically examine the role(s) of key stakeholders in supporting innovation and entrepreneurship including the state, universities, and a variety of local and regional development institutions. We will also examine how entrepreneurship and innovation strategies are used to achieve economic development goals and evaluate programs and policies that are designed and implemented to promote innovation and entrepreneurship in different contexts. This includes broader regional innovation policies like clusters, regional innovation systems, and smart specialization as well as more targeted approaches like tax incentives and funding programs. Throughout the course, students are encouraged to think critically about the underlying implications of the key concepts in this course for economic development policy and practice.

Students will also learn about the entrepreneurship process and gain a greater understanding of the key drivers, challenges, and support available for entrepreneurs. Students will also gain professional skills including mentorship, advisory services, team work, meeting deadlines, speaking and writing succinctly, opportunity-recognition, and decision-making.

Course Assessment

Assignment	Due Date	Value (%)
Seminar Presentation	Ongoing	20
Business Case Study & Funding Proposal	February 3rd	10
Funding Application	March 9 th & 23 rd	25
Reflection Presentation	March 30 th	10
Concept Paper on Incentives	March 30 th	25
Classroom Engagement	Ongoing	10

Delivery of Course Materials

1. Material for this course will be delivered by the LEARN system. Go to <https://learn.uwaterloo.ca/>
2. The course syllabus is available on the course website (through the LEARN system). We will discuss it in our first class.
3. I will aim to put PowerPoint Presentations up on LEARN before class. (Please note that this does not provide ALL of the information that will be delivered in the lecture, but can help guide you through the material.)
4. I will also use the LEARN system to deliver information to students in the course. I expect you to be checking the course website regularly (at least every working day).

Course Readings

There is no required textbook for this course. All required readings and other relevant materials will be made available via LEARN at the “Library e-reserves” section, Dana Porter Library (Reserves), or accessed via the Internet.

Course Policies

Note on Digital Submissions

Please submit your assignments to the appropriate Dropbox on Learn. By submitting an assignment to Learn, you are agreeing to the following:

- You have properly referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.
- You have included a proper bibliography, which includes acknowledgement of all sources used to complete this assignment.
- The assignment was completed by your own efforts. You did not collaborate with any other person for ideas or answers (with the exception of any group project)
- This is the first time you have submitted this assignment or essay (either partially or entirely) for academic evaluation.

Grading

The following table provides students with a basic guideline to grading in this course. All assignments will be graded based on content, structure and references.

Mark	Expectations/Requirements
>90	Exceptional: Demonstrates a very strong grasp of subject matter and underlying substantive material. Few or no technical errors (typos, spelling, grammar). Clarity in writing style; coherent structure and flow; a degree of true originality; appropriate reference to source materials; presents a coherent and persuasive point of view.
80-90	Very good: Demonstrates a strong grasp of subject matter and underlying substantive material. Few technical errors; appropriate reference to source material; some attempt at originality; perhaps a few unreferenced points; well-structured
70-80	Good: Demonstrates solid understanding of material; few technical errors; well referenced.
65-70	Satisfactory: Demonstrates a basic understanding of material; some technical errors; some structure; some missing or inappropriate references.
50-65	Marginal: An unacceptable number of technical errors; little attempt to present coherent viewpoint; demonstrates a weak or superficial understanding of material; inappropriate or missing references; lack of structure
<50	Inadequate

Turnitin.com

Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

Policy on Late Submissions

Submissions received up to 24 hours after the due date and time indicated above will have a 10 per cent penalty applied to them (of the 100 available per cent for that assignment). Submissions received 24-48 hours AFTER the due date and time indicated above will have a 20 per cent penalty applied to them (of the 100 available per cent for that assignment). Students not handing in their submissions within TWO DAYS of the due date and time will receive a mark of zero on that assignment. Exceptions will be made in extraordinary circumstances (usually related to medical emergencies supported by documentation). Students anticipating that their assignment will be submitted late are encouraged to contact the course instructor at the earliest possible time.

Protocol for Contesting Graded Assignments

Upon receipt of your graded assignment should you wish to contest the grading of your assignment (outside of simple errors in the addition of marks) the following protocol must be followed:

1. Read comments provided thoroughly.
2. After 24 hours, submit an email to the course instructor detailing why your assignment warrants a review. Please be sure to provide specific examples and justification as to why you feel your grade should be reconsidered. Be sure to include a copy of your graded assignment in the email.
3. The instructor will then review the stated reasons and decide whether re-grading of the assignment is warranted.
4. Should the instructor deem that re-grading is warranted, the instructor will then ask the student whether they would like their assignment re-graded, recognizing that the student's grade could go up or down depending on the instructors' assessment.
5. The student can choose to either have the instructor go ahead with re-grading the entire assignment or stick with their original grade.

Course Material is Intellectual Property for your Use Only

All materials included in the course (e.g., PowerPoint slides) are made available digitally for your convenience, and are accessible through the LEARN course page. THIS IS NOT A RIGHT BUT A PRIVILEGE. Please note that the use of these materials is intended for students currently enrolled in ECDEV 605 only. Recording of the lectures (i.e. audio or video) is prohibited without the express written consent of the instructor. The distribution of PDF files, PowerPoint slides or any other media, either to individuals or to third-party websites (e.g., CourseHero) is strictly prohibited. If there is any evidence that students have distributed materials from this course, the instructor will remove posted material, and cease posting intellectual property (e.g., PowerPoint slides) online and may pursue disciplinary action against the students in question.

Electronic Communications and Classroom Etiquette

- Electronic communication with the Course Instructors must be sent through LEARN.
- The instructor will try to reply to inquiries from students within two business days. Please ensure that you include the course name and code in the email subject (e.g. ECDEV 605) and be sure to include your name.
- Make sure you consult the course outline/syllabus, LEARN and other course materials before submitting inquiries through LEARN. The instructor will not respond to any requests or messages sent via personal email accounts or social media. Queries made near the due dates of assignments or tests may not be answered.
- Laptop use in-class
 - Laptops, smart phones and tablets are permitted in class for course-related purposes only. Anybody found accessing the internet for other purposes (e.g. checking email, chatting, social media, non-course sites, playing on-line games, etc.), or using laptops off-line for non-course purposes (e.g., games, movies, music), will be asked to leave the class.
- Devices should be silent in-class.

University Academic Policies

INTELLECTUAL PROPERTY: Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

ACADEMIC INTEGRITY: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University's guiding principles on academic integrity can be found here: <http://uwaterloo.ca/academicintegrity/>

ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Student who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from

the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also visit this webpage: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academicintegrity-tutorial>

When misconduct has been found to have occurred, disciplinary penalties will be imposed under **Policy 71 – Student Discipline**. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to **Policy #70, Student**

GRIEVANCE: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See **Policy 70 - Student Petitions and Grievances, Section 4**

www.adm.uwaterloo.ca/infosec/Policies/policy70.htm

When in doubt please contact your Undergraduate Advisor for details.

APPEALS: A decision made or penalty imposed under **Policy 70 - Student Petitions and Grievances** (other than a petition) or **Policy 71 – (Student Discipline)** may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to **Policy 72 (Student Appeals)** www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

RESEARCH ETHICS: Please also note that the 'University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office's Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.)' (<http://www.research.uwaterloo.ca/ethics/human/>).

NOTE FOR STUDENTS WITH DISABILITIES: AccessAbility Services, located in Needles Hall, Room 1401, (<https://uwaterloo.ca/accessability-services/>) collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

MENTAL HEALTH: The University of Waterloo, the Faculty of Environment and our Departments consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best

work. Counselling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

RELIGIOUS OBSERVANCES: Please inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

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ECDEV 605 Schedule & Summary of Topics

Part I

January 6
January 13

Introduction, Theory & Concepts

Introduction and course overview
Introduction to Innovation & Entrepreneurship

Part II

January 20
January 27

The Geography of Innovation & Entrepreneurship

The Geography of Innovation & Entrepreneurship
Looking beyond the metropolis

Part III

February 3
February 10
February 17
February 24

Critical Reflections on Stakeholders

The Entrepreneurial State
The Entrepreneurial University
Reading Week
Local and Regional Economic Development Institutions

Part IV

March 2
March 9
March 16
March 23
March 30

Strategies to Support Innovation & Entrepreneurship

Smart Specialisation
Incubators and Accelerators
Business Attraction, Retention and Expansion
Field Trip
Reflection Presentations

ECDEV 605 Detailed Reading List

Week	Lecture	Readings	
Part I – Introduction, Theory & Concepts			
1	Monday, January 6 th	Introduction & Course Overview	
2	Monday, January 13 th	Introduction to Innovation & Entrepreneurship	<p>Fagerberg, J. (2011). Innovation: A guide to the literature. In J. Fagerberg, D.C. Mowery, and R.R. Nelson, <i>The Oxford handbook of innovation</i> (pp1-26). New York: Oxford University Press.</p> <p>Carlsson, B., Braunerhjelm, P., McKelvey, M., Olofsson, C., Persson, L., & Ylinenpää, H. (2013). The evolving domain of entrepreneurship research. <i>Small Business Economics</i>, 41(4), 913-930.</p> <p>Deloitte. 2016. Age of Disruption. Are Canadian Firms Prepared. Available at: https://www.corpgov.deloitte.ca/en-ca/Documents/StrategyAndRisk/AgeOfDisruption_042015.pdf</p> <p>Additional resources</p> <p>OECD and Eurostat. 2005. <i>Oslo Manual: Guidelines for collecting and interpreting innovation data</i> (Chapter 3 – pp.45-56 and Chapter 6 – pp. 89-104).</p>
Part II – The Geography of Innovation and Entrepreneurship			
3	Monday, January 20 th	The Geography of Innovation & Entrepreneurship	<p>Storper, M. (1995). The resurgence of regional economies, ten years later: the region as a nexus of untraded interdependencies. <i>European urban and regional studies</i>, 2(3), 191-221.</p> <p>REQ</p>

			<p>Moulaert, F., & Sekia, F. (2003). Territorial innovation models: a critical survey. <i>Regional studies</i>, 37(3), 289-302. REQ</p> <p>Audretsch, D. B. (2018). Entrepreneurship, economic growth, and geography. <i>Oxford Review of Economic Policy</i>, 34(4), 637-651.</p> <p>Boschma, R. (2005). Proximity and innovation: a critical assessment. <i>Regional studies</i>, 39(1), 61-74. REQ</p> <p>Additional resources</p> <p>MacKinnon, D., Cumbers, A., & Chapman, K. (2002). Learning, innovation and regional development: a critical appraisal of recent debates. <i>Progress in human geography</i>, 26(3), 293-311.</p> <p>Isenberg, D. (2011). Introducing the Entrepreneurship Ecosystem Four Defining Characteristics. Available at: http://www.forbes.com/sites/danisenberg/2011/05/25/introducing-the-entrepreneurship-ecosystem-four-defining-characteristics/#4615a8b138c4</p>
4	Monday, January 27 th	Looking Beyond the Metropolis	<p>Polèse, M., & Shearmur, R. (2006). Why some regions will decline: A Canadian case study with thoughts on local development strategies. <i>Papers in Regional Science</i>, 85(1), 23-46. REQ</p> <p>Rodríguez-Pose, A. (2018). The revenge of the places that don't matter (and what to do about it). <i>Cambridge Journal of Regions, Economy and Society</i>, 11(1), 189-209. REQ</p> <p>Markey, S., Halseth, G., & Manson, D. (2008). Challenging the inevitability of rural decline: Advancing the policy of place in northern British Columbia. <i>Journal of Rural Studies</i>, 24(4), 409-421. REQ</p> <p>Doloreux, D., & Dionne, S. (2008). Is regional innovation system development possible in peripheral regions? Some evidence from the case of La Pocatière, Canada. <i>Entrepreneurship and Regional Development</i>, 20(3), 259-283. REQ</p>

			<p>Additional Resources</p> <p>Hall, H.M. 2020. Innovation, New Technologies and the Future of the Circumpolar North. In C. Holyroyd and K. Coates (eds.), <i>Palgrave Handbook of Arctic Policy and Politics</i> (pp. 117-132). London: Palgrave Macmillan.</p> <p>Morgan K., (1997). The learning region: Institutions, innovation and regional renewal. <i>Regional Studies</i> 31: 491-503.</p>
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Part III Critical Reflections on Stakeholders			
5	Monday, February 3 rd	The Entrepreneurial State	<p>BUSINESS CASE STUDY & FUNDING PROPOSAL DUE</p> <p>Mazzucato, M. (2015). The Entrepreneurial State. Chapters 4 & 5. Anthem Press: USA. REQ</p> <p>Breznitz, D., Ornston, D., & Samford, S. (2018). Mission critical: the ends, means, and design of innovation agencies. <i>Industrial and Corporate Change</i>, 27(5), 883-896. REQ</p> <p>Edquist, C., & Zabala-Iturriagagoitia, J. M. (2012). Public Procurement for Innovation as mission-oriented innovation policy. <i>Research policy</i>, 41(10), 1757-1769 REQ</p> <p>Additional resources</p> <p>Uyarra, E., Ribeiro, B., & Dale-Clough, L. (2019). Exploring the normative turn in regional innovation policy: responsibility and the quest for public value. <i>European Planning Studies</i>, 1-17.</p> <p>Mazzucato, M. (2016). From market fixing to market-creating: a new framework for innovation policy. <i>Industry and Innovation</i>, 23(2), 140-156.</p> <p>Darnell, R. & Weinberg, M. 2019. Sweden: Europe's Historic, Current and Future Innovation Hub. <i>Forbes</i>, April 19th. Available at:</p>

			<p>https://www.forbes.com/sites/columbiabusinessschool/2019/04/19/sweden-europes-historic-current-and-future-innovation-hub/#76aa6fe6674a</p> <p>Review Innovation Canada programs and policies: https://www.ic.gc.ca/eic/site/080.nsf/eng/home</p>
6	Monday, February 10 th	The Entrepreneurial University	<p>Bramwell, A., & Wolfe, D. A. (2008). Universities and regional economic development: The entrepreneurial University of Waterloo. <i>Research Policy</i>, 37(8), 1175-1187. REQ</p> <p>Power, D., & Malmberg, A. (2008). The contribution of universities to innovation and economic development: in what sense a regional problem? <i>Cambridge journal of regions, economy and society</i>, 1(2), 233-245. REQ</p> <p>Brown, R. (2016). Mission impossible? Entrepreneurial universities and peripheral regional innovation systems. <i>Industry and Innovation</i>, 23(2), 189-205. REQ</p> <p>Kempton, L. (2019). Wishful thinking? Towards a more realistic role for universities in regional innovation policy. <i>European Planning Studies</i>, 1-18.</p> <p>Additional resources</p> <p>Bathelt, H., & Spigel, B. (2011). University spin-offs, entrepreneurial environment and start-up policy: the cases of Waterloo and Toronto (Ontario) and Columbus (Ohio). <i>International Journal of Knowledge-Based Development</i>, 2(2), 202-219.</p> <p>Heaton, S., Siegel, D. S., & Teece, D. J. (2019). Universities and innovation ecosystems: a dynamic capabilities perspective. <i>Industrial and Corporate Change</i>, 28(4), 921-939.</p> <p>Jahanian, F. (2018). 4 ways universities are driving innovation. World Economic Forum. Available at: https://www.weforum.org/agenda/2018/01/4-ways-universities-are-driving-innovation/</p>
7	Monday, February 17 th	Reading Week	READING WEEK

8	Monday, February 24 th	Local and Regional Economic Development Institutions	<p>Bradford, N., & Wolfe, D. A. (2013). Governing regional economic development: innovation challenges and policy learning in Canada. <i>Cambridge Journal of Regions, Economy and Society</i>, 6(2): 331-347.</p> <p>Hall, H. M., Vodden, K., & Greenwood, R. (2016). From dysfunctional to destitute: the governance of regional economic development in Newfoundland and Labrador. <i>International Planning Studies</i>, 1-19.</p> <p>Buttazzoni, A., Arku, G., & Cleave, E. (2019). Practitioners' perspectives on in-house versus arm's-length structures of local economic development delivery in Ontario, Canada. <i>Local Government Studies</i>, 45:6, 913-936</p> <p>Larsson, L., Fuller, T., & Pletsch, C. (2012). Business and community approaches to rural development: Comparing government-to-local approaches. <i>Journal of Rural and Community Development</i>, 7(2): 152-169.</p> <p>Additional resources</p> <p>Visit community futures and learn about the program: https://communityfuturescanada.ca</p> <p>Canadian Council for Aboriginal Business. (2016). Community and Commerce: A Survey of Aboriginal Economic Development Corporations. Available at: http://www.nadf.org/upload/documents/community-and-commerce-final-report.pdf</p>
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Part IV – Policies & Strategies to Support Innovation and Entrepreneurship			
9	Monday, March 2 nd	Innovation Policy & Smart Specialisation	<p>Oughton, C., Landabaso, M., & Morgan, K. (2002). The regional innovation paradox: innovation policy and industrial policy. <i>The Journal of Technology Transfer</i>, 27(1), 97-110.</p> <p>Isaksen, A., Tödting, F., & Trippel, M. (2018). Innovation policies for regional structural change: Combining actor-based and system-based strategies. In <i>New Avenues for Regional</i></p>

			<p><i>Innovation Systems-Theoretical Advances, Empirical Cases and Policy Lessons</i> (pp. 221-238). Springer, Cham.</p> <p>McCann, P., & Ortega-Argilés, R. (2015). Smart specialization, regional growth and applications to European Union cohesion policy. <i>Regional Studies</i>, 49(8), 1291-1302.</p> <p>Marques, P., & Morgan, K. (2018). The heroic assumptions of smart specialisation: A sympathetic critique of regional innovation policy. In <i>New avenues for regional innovation systems-theoretical advances, empirical cases and policy lessons</i> (pp. 275-293). Springer, Cham.</p> <p>Additional Resources</p> <p>Resources on the S3 Platform Website: http://s3platform.jrc.ec.europa.eu</p> <p>Foray, D., Goddard, J., Goenaga Beldarrain, X., Landabaso, M., McCann, P., Morgan, K. Nauwelaers, C. and Ortega-Argiles, R. (2012). <i>Guide to Research and Innovation Strategies for Smart Specialisations (RIS3)</i> (pages 6-29). Luxembourg: European Commission. Available at: http://s3platform.jrc.ec.europa.eu/documents/20182/84453/RIS3+Guide.pdf/fceb8c58-73a9-4863-8107-752aef77e7b4</p> <p>Legendijk, A. (2011). Regional innovation policy between theory and practice. In P. Cooke, B. Asheim, R. Boschma, R. Martin, D. Schwartz, and F. Todtling, <i>Handbook of Regional Innovation and Growth</i> (pp.597-609). Northampton: Edward Elgar.</p> <p>Morgan, K. (2017). Nurturing novelty: Regional innovation policy in the age of smart specialisation. <i>Environment and Planning C: Politics and Space</i>, 35(4), 569-583.</p>
10	Monday, March 9 th	Business Attraction, Retention and Expansion	<p>DRAFT FUNDING APPLICATION DUE</p> <p>Barrios, S., & Barrios, D. (2004). Reconsidering economic development: The prospects for economic gardening. <i>Public Administration Quarterly</i>, 70-101.</p> <p>Lichtenstein, G. A., & Lyons, T. S. (2006). Managing the community's pipeline of entrepreneurs and enterprises: A new way of thinking about business assets. <i>Economic Development Quarterly</i>, 20(4), 377-386.</p>

			<p>Darger, M., Barefield, A., & Hales, B. D. (2017). Business retention and expansion (BRE) today—research, application, and evaluation: Introduction to the special issue. <i>Community Development</i>, 48(2), 160-169.</p> <p>McCann, P., & Ortega-Argilés, R. (2016). Smart specialisation, entrepreneurship and SMEs: issues and challenges for a results-oriented EU regional policy. <i>Small Business Economics</i>, 46(4), 537-552.</p> <p>Additional Resources</p> <p>Oosterbaan, C., & Morris, S. (2017). Increasing capacity of rural clients to access economic development programs: The Ontario BRE case study. <i>Community Development</i>, 48(2), 255-270.</p>
11	Monday, March 16 th	Incubators & Accelerators	<p>Tavoletti, E. (2013). Business incubators: effective infrastructures or waste of public money? Looking for a theoretical framework, guidelines and criteria. <i>Journal of the Knowledge Economy</i>, 4(4), 423-443.</p> <p>Grimaldi, R., & Grandi, A. (2005). Business incubators and new venture creation: an assessment of incubating models. <i>Technovation</i>, 25(2), 111-121</p> <p>van Weele, M., van Rijnsoever, F. J., & Nauta, F. (2017). You can't always get what you want: How entrepreneur's perceived resource needs affect the incubator's assertiveness. <i>Technovation</i>, 59, 18-33.</p> <p>Kolympiris, C. and Klein, P. G. (2017), The Effects of Academic Incubators on University Innovation. <i>Strat. Entrepreneurship J</i>, 11: 145–170</p> <p>Additional Resources</p> <p>Deepcentre. (2015). Evaluating Business Acceleration and incubation in Canada: Policy Practice, and Impact. Available at: http://deepcentre.com/wordpress/wp-</p>

			<p>content/uploads/2015/10/DEEP-Centre-BABI-1-Taxonomy-and-Performance-Measurement-September-20151.pdf</p> <p>Mitra, S. (2013). The Problems with Incubators, and How to Solve Them. <i>Harvard Business Review</i>, August 26th. Available at: https://hbr.org/2013/08/the-problems-with-incubators-a</p> <p>Serebin, J. (2017). Tech leaders question the need for more funding for business incubators. <i>The Globe and Mail</i>, January 16th. Available at: https://www.theglobeandmail.com/report-on-business/small-business/startups/tech-leaders-question-the-need-for-more-funding-for-business-incubators/article33631229/</p>
12	Monday, March 23rd	Field Trip	<p>GOOD COPY FUNDING APPLICATION DUE</p> <p>No Readings</p>
13	Monday, March 30 th	Reflection Presentations	<p>CONCEPT PAPER ON INCENTIVES DUE</p> <p>No Readings</p>

Seminar Presentation

Throughout the term, students will share in the responsibility of facilitating seminars for this course. The precise format (e.g. individuals and/or groups, frequency) will be determined by the number of students enrolled in the class at the beginning of Week 2. Being the seminar leader will require you to actively and critically engaged with the reading material, form opinions and questions related to the readings, and be prepared to discuss them with the other seminar participants in-depth. I encourage you to think creatively about how to engage your peers in discussion. I encourage you to communicate with me ahead of time if you would like feedback or plan to introduce *relevant* case studies/ activities.

Since you are leading the discussion it is essential that you begin to draw together and synthesize the key issues arising from the readings. In other words, you are expected to think about how (or if) the readings relate to one another and if there are significant or nuanced differences in their approaches / findings. Some suggestion questions to consider include:

- What are the authors' main arguments?
- What is the basis of their argument (i.e., theory, evidence, methods)?
- Do you agree or disagree with their perspective? Why?
- Are there issues that the authors do not address adequately (or at all)?
- Have these ideas been contested? And if so, by whom and on what grounds?
- Have these ideas been put into practice? And if so, where? Has it been successful and how so? Provide examples that can be discussed in the seminar.
- What are the implications for local economic development policymakers and practitioners? (also think about different contexts rural, urban, northern)

Format

- You must provide a two-page summary of the required readings that includes four questions for discussion. If you email me your summary by Sunday at 4pm, I will post it to the course website on LEARN; If you do not email me your summary, please bring a copy for everyone in the class. 12pt font, no requirements on margins or line-spacing
- Each seminar has four required readings and several additional resources. If you are the seminar leader, please use the additional resources to help inform your discussion of the broader topic. They do not need to be included in your written summary.
- At least 30 minutes of the seminar should be a discussion of the reading material for the week. This is not a formal presentation (e.g. no PowerPoint presentations).
- The remainder of the seminar should be dedicated to open discussion/activities based on the readings/theme. Be creative – think of examples or various formats to promote discussion (e.g. case studies, debates etc.)

ASSESSMENT: This assignment is worth 20 percent of your course grade

EXPECTATIONS:

- Well-structured
- Critical and informative
- Engaging and creative

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Concept Paper on Support

This concept paper will explore ways to support entrepreneurship, innovation or small business development. Your paper should be a maximum of 8-10 pages, typed, double-spaced, with normal margins and 12-pt font. Your paper must include resources and references, using the 'APA style' (American Psychological Association). This must include academic references and might include additional resources like government documents, statistics, newspaper articles and business magazines. Your concept paper should:

- *Explore the literature on ways to support entrepreneurship, innovation or small business development and select one theory, approach, tool, incentive etc. and discuss:*
 - *What is its purpose?*
 - *Why is it important?*
 - *Who usually administers them?*
 - *Is there a spatial component? If so, explain.*
 - *Identify (if any) challenges, limitations, or debates in the literature*
- *Provide a case study of one example (it can be anywhere in the world but be sure it matches your literature review)*
 - *Describe it and its purpose*
 - *Describe who administers it (e.g. describe the organization and their role/mandate)*
 - *What types of entrepreneurs or initiatives does it support?*
 - *Describe the application process and/or information required?*
 - *Other information you find important (e.g. examples, outcomes, challenges, etc).*

DUE DATE: March 30th by 8:30am in Dropbox

ASSESSMENT: This assignment is worth 25 percent of your course grade

EXPECTATIONS:

- Well-written
- Well-structured
- Strong research with an appropriate discussion of the literature and a relevant case study

Entrepreneurship Project

The goal of this project is to work with an entrepreneur/organization to prepare and write a funding application. Student teams will be paired with an entrepreneur/organization in the Kitchener-Waterloo region. The precise format will be determined by the number of students enrolled in the class at the beginning of Week 2. The entrepreneurs/organizations will also be finalized by Week 2.

Through this assignment you will learn about entrepreneurship and initiatives to support entrepreneurship. You will also learn important mentorship and advisory skills which are essential in the economic development profession.

NOTE: If the funding application deadline occurs during the term, please let me know as soon as possible to determine alternative deadline(s) for your assignments.

Entrepreneurship Project Part I - Business Case Study & Funding Program Proposal

The goal of this assignment is to get to know your entrepreneur/organization and their funding needs. The assignment will be a maximum of 10 pages, typed, double-spaced, with normal margins and 12-pt font. It should include resources and references, using the 'APA style' (American Psychological Association). This might include academic references, government documents, statistics, newspaper articles and business magazines. Your assignment must include:

Business Case Study

- A brief history of your entrepreneur/organization and their business
- A description of key criteria in their business model (e.g. value proposition; who are their (target) customers etc.; do they have a product or are they prototyping; key resources, activities and partnerships; cost structure if available)

Funding Program Proposal

- A brief discussion of why your entrepreneur/organization requires funding and how much funding they need
- A list of any funding they have applied for and/or received
- Three funding programs that will address their needs. For each provide the following:
 - name of the program
 - who administers the program
 - a brief description of the program (include eligibility and other requirements)
 - why you selected it
 - **BE SURE TO INCLUDE ONLY PROGRAMS THAT YOUR ENTREPRENEUR IS ELIGIBLE FOR**

DUE DATE: February 3rd by 8:30am in Dropbox

ASSESSMENT: This assignment is worth 10 percent of your course grade

EXPECTATIONS:

- Well-written and well-structured
- Descriptive

Entrepreneurship Project Part II - Funding Application

The goal of this assignment is to complete one funding application selected with your entrepreneur/organization. Your funding application should be based on one of the options from Part I.

DUE DATE: Draft due – March 9th

Good Copy due – March 23rd by 8:30am in Dropbox

ASSESSMENT: This assignment is worth 25 percent of your course grade; you will also be assessed by the entrepreneur/organization based on the following criteria: professionalism, communication, and overall satisfaction with the application.

EXPECTATIONS:

- Well-written
- Meets the requirements of the application

Entrepreneurship Project Part III - Reflection Presentation

You will have 15 minutes to present your reflection. You may choose to use PowerPoint but do not overload the slides with text. Your presentation must include:

- A brief description of your entrepreneur/organization
- A discussion of the funding application (e.g. name, purpose, requirements, how much funding was requested; why it was selected)
- What was the most important thing you learned from your entrepreneur/organization?
- What was the most important thing you learned about applying for funding?

DUE DATE: March 30th in class

ASSESSMENT: This assignment is worth 10 percent of your course grade

EXPECTATIONS:

- Clearly communicated
- Well-structured
- Reflective and critical

Expectations of Students

- Work with your entrepreneur to decide on the method of communication (e.g. email, phone, in-person)
- Communicate with your entrepreneur/organization in a timely and professional manner
- Provide your entrepreneur with enough time to respond to requests for information (e.g. at least one week)
- Represent MEDI and the University of Waterloo in a professional and courteous manner

Expectations for Entrepreneurs/Organizations

- Work with your student to decide on the method of communication (e.g. email, phone, in-person)
- Respond to students in an agreed upon timely manner
- Provide information on your business model
- Review the funding proposal provided by the student and select the best option
- Provide a brief assessment to the course instructor in April on professionalism, communication, and satisfaction with the funding application

Class Participation

As a seminar participant, I expect you to extend courtesy to your colleagues by reading the required material for each seminar, actively listening during the presentations, and fully participating in the classroom activities, debates and discussions. Debate, discussion, disagreement and differences of opinion are anticipated and encouraged. However, these activities are expected to take place in a manner that is respectful and considerate of others.

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