HUMAN-CENTERED ENTREPRENEURSHIP

SPRING QUARTER 2018
WEDNESDAYS | 8 - 10:50am
FORD BUILDING G201

COURSE DESCRIPTION
What if everything you think you know about entrepreneurship is wrong? What if it’s more about meeting needs than making money? What if it’s more about contributing than competing? Explore with us as we challenge the dominant narrative around entrepreneurship in this active seminar-style class.

Throughout the five weeks, we will engage with guest speakers who can deepen our understanding through sharing their experiences. Teams will be invited to do fieldwork as well to broaden their understanding of entrepreneurship, whether by finding relevant articles or traipsing around town to see how communities and individuals are impacted by entrepreneurs. We will use approaches from human-centered design and work in teams to devise tangible outcomes which can add to the narrative on entrepreneurship through a human-centered lens.

INSTRUCTORS
Pam Daniels
Clinical Assistant Professor, Design Innovator in Residence
Segal Design Institute
pam@northwestern.edu

Elizabeth Lukehart
Lecturer and Associate Director
Farley Center for Entrepreneurship + Innovation
e-lukehart@northwestern.edu

We both have offices in the Ford Building. Pam’s studio is on the ground floor and office hours are 1:30-2:30p on Thursdays. No appointment is needed; just drop in. Elizabeth’s office is on the first floor (one level above ground), Ford 1.217. Feel free to drop by if the door is open, or make an appointment.

RESOURCES & MATERIALS
Books & Resources
There are no required texts for the course. We will make use of articles, book excerpts, blogs, videos and engagement with entrepreneurs throughout the quarter.

Communication
We will primarily use Slack to facilitate communication and extend our connection beyond the classroom. We will also be creating a class blog and there will be opportunities for content creation and curation in that platform.

Materials
A smartphone will be handy to capture images, video or audio throughout the quarter as we document our journey together interacting with entrepreneurs and seeking to offer a counterpoint to the dominant narrative around entrepreneurship. We also will require assignments to be brought to class in tangible form that can be pinned up on the wall—whether a printout or your notebook itself.

Laptops and/or tablets may be useful during team work time but may not be used during discussion in class as they may be a distraction to your teachers, our guests, and your fellow classmates.
ESSENTIAL QUESTIONS
- What are the dominant narratives around entrepreneurship today?
- What are some of the unquestioned assumptions related to entrepreneurship, and how might we identify, explore, and challenge these?
- How are new technologies/platforms impacting what entrepreneurship looks like and who can participate?
- How might we surface the stories of a range of local entrepreneurs to expand our understanding, and how might we make these stories and their implications accessible to others?
- Through our explorations, how might we begin to broaden the notion of what entrepreneurship can mean to individuals, communities, and society?
- How might human-centered design inform our thinking about entrepreneurship and the ways we choose to document our learning?
- Is it possible to collaborate to create meaningful, tangible outcomes from our course in just five weeks? (we hope so!)

OUTCOMES
- Gain familiarity with entrepreneurship, both the dominant current narrative and a historical perspective
- Broaden one’s understanding of the topic through exposure to alternative viewpoints
- Contribute to the narrative using human-centered design methods

SELF-DIRECTED LEARNING
Introducing the Class Blog
In this course, we will make a small dent in the narrative on entrepreneurship via the establishment of a class blog. Student pairs will be charged with creating content for our site based on the topics we cover in class and what you make of the interviews with our speakers. Student pairs also have the option to highlight any field work you do outside class on the blog.

We want you to get a chance to explore what most interests you through this course, and to express it in compelling ways far beyond the typical papers you might write for other classes. Bring your multimedia skills and creativity in collaboration with your partner and try some things that interest you.

Each week, one pair of students will be assigned to:
- Capture our conversations with the guest speakers on video and create content for blog based on this in whatever fashion you and your partner choose
- Capture our class discussion and create content for the blog in whatever fashion you and your partner choose

Content should be posted on the blog before the next class.

Field Work
You and your partner should spend at least an hour outside of class documenting one local entrepreneur who interests you both. Visit the business, speak to the owner, speak to the customers, try to understand not only the business, but its place in the community.

Come prepared to share your field work to the class the week it’s due and post your content to the class blog.
GRADING

Paired Work Outcomes | 45%
You will be graded on how well you collaborate with your partner and on the caliber of your outcomes. This includes your preparedness for share-outs, content creation assignments, field work, and overall ability to explore, discover, and create together.

Individual Contributions | 45%
You will also be equally graded on your individual contributions to the class. This includes your attendance, individual homework assignments, and contributions to the classroom community both in person and on Slack. Being a great contributor involves both engaged listening in class, chiming in with useful content for your peers on Slack, and attending class on time and every time. Note that late homework will not be accepted unless advance arrangements have been made or there was a crisis situation. Assignments are due at the start of class unless otherwise noted.

Final Reflection | 10%
This is an opportunity for you to reflect on what you’ve learned over the course of the quarter. Our hope is that by reflecting on what you’ve just experienced, you will be able to integrate your learning in meaningful ways and have it inform your perspective and actions going forward. For your final reflection, we’d like you to think about one of your BIG takeaways for the quarter, and one of your BIG questions. Be prepared with a paper version to post in class.
This calendar is meant to be fluid. This is a brand-new class and topics and readings may shift based on how each week unfolds. We also welcome your input on relevant topics to include and suggested readings. Please feel free to post anything of interest to the Slack #general channel. If you have any questions or ideas, please let us know.

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>In Class</th>
<th>Partner HW (due before class unless noted)</th>
<th>Individual HW (due before class unless noted)</th>
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| 1    | Weds Apr 4 | **You Don’t Have to be Big (but you should be sustainable)**  
Course overview + introductions  
What is entrepreneurship?  
Class blog + partner work  
Brainstorm blog name  
Using design to engage & capture outcomes  
Slack  
Discuss Readings  
Pin up takeaways/questions from readings  
Guest speaker: Craighton Berman, designer  
Finding & meeting human needs  
Microentrepreneurs  
Choosing small | No partner homework | 1. Come to class with a paper version of your key takeaways and/or questions from the readings to pin up on the wall to inform our discussion (pasting up a notebook is fine—handwritten is OK as long as legible).  
2. Read “I Just Want a Job: The Untold Stories of Entrepreneurship” by Lucia Garcia-Lorenzo et al (PDF on Canvas)  
3. Read “Why We Choose Profit” by Jason Fried https://m.signalvnoise.com/why-we-choose-profit-e51efc4dcb9  
6. Create a Slack account and join the class at: www.slack.com/hcespring2018 | |
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<tr>
<th>Week</th>
<th>Date</th>
<th>In Class</th>
<th>Team HW (due before class unless noted)</th>
<th>Individual HW (due before class unless noted)</th>
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<td>3</td>
<td>Weds Apr 18</td>
<td>You Don't Need to &quot;Win&quot; (but you do need to find your place)</td>
<td>1. Week 2 pairs (C&amp;D) create content for class blog, post it, and be prepared to share briefly in class. 2. Pairs E &amp; F field work due (post to blog).</td>
<td>1. Come to class with a paper version of your key takeaways and/or questions from the readings to pin up on the wall to inform our discussion (pasting up a notebook is fine—handwritten is OK as long as legible). 2. Watch the Dave Eggers TED talk re: 826 Valencia <a href="https://www.ted.com/talks/dave_eggers_makes_his_ted_prize_wish_once_upon_a_school">https://www.ted.com/talks/dave_eggers_makes_his_ted_prize_wish_once_upon_a_school</a> 3. Watch either the TED talk &quot;How Trees Talk to Each Other&quot; <a href="https://www.ted.com/talks/suzanne_simard_how_trees_talk_to_each_other">https://www.ted.com/talks/suzanne_simard_how_trees_talk_to_each_other</a> or read excerpt from &quot;The Hidden Life of Trees&quot; (PDF on Canvas) 4. Read &quot;If Corporations are People They Should Act Like It&quot; <a href="https://www.theatlantic.com/politics/archive/2015/02/if-corporations-are-people-they-should-act-like-it/385034/">https://www.theatlantic.com/politics/archive/2015/02/if-corporations-are-people-they-should-act-like-it/385034/</a></td>
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<td>4</td>
<td>Weds Apr 25</td>
<td>You Don't Need to Pitch (but you do need a story)</td>
<td>1. Week 3 pairs (E&amp;F) create content for class blog, post it, and be prepared to share briefly in class. 2. Pairs C &amp; D field work due (post to blog).</td>
<td>1. Come to class with a paper version of your key takeaways and/or questions from the readings to pin up on the wall to inform our discussion. 2. Read excerpt from Dan Pink’s “To Sell is Human” (PDF on Canvas) 3. Read pages 78-80 in “Creating Cultures of Thinking” by Ron Ritchhart (PDF on Canvas) 4. Read “The Four Truths of a Storyteller” <a href="https://hbr.org/2007/12/the-four-truths-of-the-storyteller">https://hbr.org/2007/12/the-four-truths-of-the-storyteller</a></td>
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<td>5</td>
<td>Weds May 2</td>
<td>Course Conclusion (broadening the narrative)</td>
<td>1. Week 4 pairs (G&amp;H) create content for class blog, post it, and be prepared to share briefly in class. 2. Pairs A &amp; B field work due (post to blog).</td>
<td>1. Choose 3 posts from Jason Fried’s Medium blog and come to class with a paper version of your key takeaways/questions to pin to the wall. 2. Final reflection: come to class with a paper version of one of your BIG takeaways and one of your BIG questions for the quarter to inform our discussion.</td>
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<td>6</td>
<td>Weds May 9</td>
<td>NO CLASS</td>
<td>1. Week 5 pair (TBD) content due on blog.</td>
<td>NO INDIVIDUAL HOMEWORK</td>
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INSTRUCTOR BIOGRAPHIES

Elizabeth Lukehart

Elizabeth Lukehart is the Associate Director of the Farley Center for Entrepreneurship and Innovation at Northwestern University and a lecturer in the McCormick School of Engineering. She has a law degree from the Pritzker School of Law, as well as a master’s in journalism from Medill. She has practiced law in a boutique firm providing legal services for tech startup companies and has held a variety of positions in marketing and communications. Lukehart has worked extensively with clean tech and sustainability-focused startups and also has experience in the nonprofit and social enterprise sector.

Elizabeth Lukehart is particularly interested in guiding students through the customer discovery process and using lean startup methodology and human-centered design to complement each other. She is also deeply passionate about teaching students the value of storytelling in business. Drawing on her experience in journalism and creative writing, she teaches students how they can use narrative techniques to develop brands, communicate values, and effectively lead organizations.

As an avid supporter of the arts, Lukehart is also leading the initiative within the Farley Center to explore and grow opportunities at the intersection of the arts, entrepreneurship, and technology.

Pam Daniels

Pam Daniels is a Clinical Assistant Professor and Design Innovator in Residence at The Segal Design Institute. She is a seasoned leader, designer, and avid contributor to the entrepreneurial and maker movements in Chicago. She leads a design practice called Welcome Industries in partnership with Brandon Williams. Her prior work experience includes roles as a Director at IDEO, a global design & innovation consultancy, and previously as a Senior Vice President at Starcom MediaVest Group / Leo Burnett in the media communications field. She also co-founded the not-for-profit DesignHouse Chicago, an organization dedicated to revitalizing local manufacturing through design.

Pam has led large-scale innovation efforts throughout her career, including developing the company's first intranet platform for global knowledge sharing, and forming the data & analytics practice at Starcom MediaVest Group. Her focus is passionately user-centric and grounded in insights.

Pam has always bridged divergent worlds in her life and her work, and she enjoys small scale, hands-on design as much as big picture visioning. She has led two successful Kickstarter campaigns and her products have been sold around the world.

Pam is active in the League of Women Designers and serves as an adjunct faculty member at Archeworks. She has been a speaker at Technori, Chicago Ideas Week, and The International Home & Housewares Show, and been featured in The Chicago Tribune, Core77, Business Week, Design Engine, Modern Luxury Interiors, and Phaidon.

Pam loves to immerse herself in new cultures and has had opportunities to live in the U.S., Europe and Latin America. A recent travel highlight was teaching a summer design course at the China Academy of Art in Hangzhou and visiting the Bauhaus design museum there. These days, when she is not monopolizing the laser cutter, you will find her in Studio5, engaging with students and sharing her love of design with everyone who stops by.

Pam holds a Master of Science in Product Design & Development from Northwestern University and Bachelor of Arts from Tufts University.

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