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| <br><b>FLORIDA ATLANTIC UNIVERSITY</b>   | <b>NEW COURSE PROPOSAL</b><br><b>Graduate Programs</b>   |   | UGPC Approval _____<br>UFS Approval _____<br>SCNS Submittal _____<br>Confirmed _____<br>Banner Posted _____<br>Catalog _____ |
|   | <b>Department Management Programs</b><br><br><b>College Business</b><br><i>(To obtain a course number, contact erudolph@fau.edu)</i>       |   |  |
| <b>Prefix</b> MAN<br><br><b>Number</b> 7846   | <i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i><br><b>Lab Code</b>   | <b>Type of Course</b><br>Lecture  | <b>Course Title</b><br>The Entrepreneurship Field  |
| <b>Credits</b> <i>(Review Provost Memorandum)</i><br><br>3  | <b>Grading</b> <i>(Select One Option)</i><br><br><b>Regular</b> <input checked="" type="radio"/><br><b>Sat/UnSat</b> <input type="radio"/> | <b>Course Description</b> <i>(Syllabus must be attached; see Guidelines)</i><br>Students are exposed to theoretical perspectives on entrepreneurship, with a focus on the main questions that define the field and the contributions of other disciplines to the study of entrepreneurship. |  |
| <b>Effective Date</b> <i>(TERM &amp; YEAR)</i><br><br>Fall 2020   |  |   |  |
| <b>Prerequisites</b><br>None  | <b>Corequisites</b><br>None  | <b>Registration Controls</b> <i>(Major, College, Level)</i><br>Doctoral Student Status  |  |
| <i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course</i>  |  |   |  |
| <b>Minimum qualifications needed to teach course:</b><br>Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.) | <b>List textbook information in syllabus or here</b>   |   |  |
| <b>Faculty Contact/Email/Phone</b><br>Gary Castrogiovanni / castrog1@fau.edu / 72523  | <b>List/Attach comments from departments affected by new course</b>  |   |  |

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| <b>Approved by</b><br>Department Chair: <u><i>Mark S. Wood</i></u><br>College Curriculum Chair: <u><i>Anita Pennathur by George</i></u><br>College Dean: <u><i>Saul Ham</i></u><br>UGPC Chair: <u><i>[Signature]</i></u><br>UGC Chair: <u><i>[Signature]</i></u><br>Graduate College Dean: <u><i>[Signature]</i></u><br>UFS President: _____<br>Provost: _____ | <b>Date</b><br><u>11/1/19</u><br><u>11-4-19</u><br><u>11.4.19</u><br><u>11/6/19</u><br><u>11/6/19</u><br><u>11-13-19</u> |
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

# The Entrepreneurship Field

CRN 15525  
Wednesdays, 9:00-11:50 a.m.  
DS 203

Gary J. Castrogiovanni

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12:00-4:00 p.m. in DS 207C

MAN 7846-001

Fall 2019

3 Credits

## Course Description

In this seminar, you will be exposed to theoretical perspectives on entrepreneurship. We will focus on the main questions that define the field and the contributions of other disciplines to the study of entrepreneurship. As we review the literature, we will seek to identify promising research areas, which may be of interest to you in the context of your dissertation research.

## Primary Learning Objectives

1. To acquire insights into the key theoretical areas and important issues in the study of entrepreneurship.
2. To identify interfaces between entrepreneurship and other disciplines, that may serve as a basis for cross-disciplinary collaboration.
3. To explore ways in which other subdisciplines in the field of management can contribute to our understanding of entrepreneurial phenomena.

## Required Resources and Materials

An extensive reading list is provided below. Articles listed in **black** are required, and those in **blue** are supplemental. You are expected to come to class fully prepared to discuss and critique the required readings assigned for that particular day.

## Grading Scale

Final course grades will be determined according to the following scale:

- A = 93 or more
- A- = 90 – 92
- B+ = 88 – 89
- B = 83 – 87
- B- = 80 – 82
- C = 70 – 79
- D = 60 – 69
- F = 59 or less

## Course Evaluation Method

The following table lists the assignment activities on which you will be graded, along with their corresponding point values. The instructions for the various activities are provided below.

| Activity                      | Points     |
|-------------------------------|------------|
| Article Leader Duties         | 25         |
| Seminar Participation         | 15         |
| Paper Draft                   | 15         |
| Paper Revision                | 25         |
| Paper Presentation            | 5          |
| Final Exam                    | 15         |
| <i>Total Points Available</i> | <i>100</i> |

## Graded Activities

**Article Leader Duties.** Each required article will be presented by one student, the *article leader*, and then discussed by the whole class. The article leader should begin by offering a 5-10 minute overview of what was interesting about the article – not a recap or summary of the major parts of the article but an informed, insightful, elucidation of the major themes.

1. More specifically, the discussion of each article should center on the following:
  - a. scope of the research (research question)
  - b. theoretical motivations
  - c. positioning in the literature and contributions to literature
  - d. future research opportunities
  - e. strength of the article
  - f. shortcomings, flaws, etc.
2. Prior to the following class session, each article leader will submit a 250-500 word summary of the assigned article covering the points above. You should submit your summary to the Canvas discussion forum on that topic so that class members can access all summaries.

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**Seminar Participation.** Weekly contributions to the overall seminar discussion are essential. The emphasis is on quality rather than quantity, on insight rather than summary.

**Paper Draft.** Early in the term, each student should select a topic for a conceptual paper, obtain instructor approval of the topic, and begin reviewing literature for the paper. This conceptual paper will be the basis of three major activities on which you will be graded—the Paper Draft, the Paper Revision, and the Paper Presentation. The Paper Draft should be a complete, polished version that you consider worthy of submission to a regional conference. The instructor will then provide written feedback like the kind of reviewer comments made for a conference or journal submission. The Paper Draft will be graded according to the same standards one might expect for a regional conference submission. “A” would be equivalent to a “Probably Accept” (or better) recommendation; “B” would correspond to an “Accept Only if There Is Room” recommendation; and “C” (or lower) would be comparable to a “Reject” recommendation.

**Paper Revision.** After receiving feedback from the instructor on your Paper Draft, you should use that feedback to develop the paper further. The Paper Revision activity is conceptually like the process of revising and resubmitting a paper to a journal. As you

revise the paper, make sure you consider each comment, concern, or suggestion made by the instructor, regarding the Paper Draft. Then, for the Paper Revision assignment, submit *both* the revised paper and a set of point-by-point responses to the instructor's feedback on your Paper Draft. Note that you should address each feedback item in your point-by-point responses, though you need not address them all in your Paper Revision. However, for any items not addressed in the Paper Revision itself, you should provide sound explanations in your point-by-point responses as to why you chose not to address them in the paper.

**Paper Presentation.** The Paper Presentation is based on your Paper Revision, and it should be similar to a conference presentation of that same paper. Your presentation should last about 15 minutes, not counting time for questions and discussion. Use the same kinds of visual aids (e.g., PowerPoint) that you would use at a conference.

**Final Exam.** The Final Exam will consist of one or two broad essay questions, like the kind you will address in the comprehensive exams taken at the end of your coursework. You will have some degree of choice over which question(s) to address. This will be a take-home exam submit through Canvas by the deadline indicated in the Course Outline.

# Governing Policies

## SELECTED UNIVERSITY AND COLLEGE POLICIES

### *Code of Academic Integrity Policy Statement*

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, please see FAU Regulation 4.001 at: [FAU Regulation 4.001](#).

### *Disability Policy Statement*

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at <http://fau.edu/sas>.

### *Counseling and Psychological Services (CAPS) Center*

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

### *Religious Accommodation Policy Statement*

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices, observances, and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. For further information, please see FAU Regulation 2.007 at: [FAU Regulation 2.007](#).

### *University Attendance Policy*

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

### *University Approved Absence Policy Statement*

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

### *College of Business Minimum Grade Policy Statement*

The minimum grade for College of Business requirements is a "C". This includes all courses that are a part of the pre-business foundation, business core, and major program. In addition, courses that are used to satisfy the university's Writing Across the Curriculum and Gordon Rule math requirements also have a minimum grade requirement of a "C". Course syllabi give individualized information about grading as it pertains to the individual classes.

### *Incomplete Grade Policy Statement*

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

### **Withdrawals**

Any student who decides to drop is responsible for completing the proper process required to withdraw from the course.

### **Grade Appeal Process**

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading system.

The procedures for a grade appeal may be found in Chapter 4 of the University Regulations.

### **Disruptive Behavior Policy Statement**

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who behave in the classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

### **Faculty Rights and Responsibilities**

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.

## **ADDITIONAL COURSE POLICIES**

### **Missing Exams**

There are no exams in this course.

### **Late Assignments**

Late assignments will not be accepted!

### **Assignment Submission and Deadlines**

Unless another time is specified, written assignments should be submitted through Canvas no later than 11:59 p.m. on the deadline date. Note that some or all assignments may be run through Turnitin.

### **Course Time Commitments**

To maximize the benefits received from the course, students should spend a total of 135 hours inside or outside the classroom on the learning activities spelled out in the syllabus if it is an undergraduate course, and they should spend a total of 180 hours if it is a graduate course. On a per hour basis, the learning expected from course activities outside the classroom is equivalent to that which would result from classroom instruction. Thus, in a three-credit course taken in a regular, 15-week semester, students should spend about 12 hours per week on average if it is a graduate course, and nine hours per week on average if it is an undergraduate course.

### **Standard of Excellence**

Satisfactory completion of the requirements spelled out in this syllabus, including the various assignment instructions, warrants a satisfactory grade, which is a C. To receive a higher grade, students should do more than merely satisfy the requirements. For each course activity, there are qualitative and/or quantitative aspects along which students should strive to excel.

## Reading List

Articles are listed below, in assigned order by topic. See the course schedule for the specific topic and articles assigned for each date. Articles listed in black are required, and those listed in blue are supplemental. You are expected to read and analyze each required article prior to the class for which it is assigned. At the end of the listing of each required article, there is a letter in brackets indicating the person who will be the particular Article Leader.

### Course Introduction

1. Kloepfer, K., & Castrogiovanni, G. 2018. Entrepreneurship: Venture creation subprocesses, subdomains, and interfaces. *International Entrepreneurship and Management Journal*, 14: 681-696.
2. Shepherd, D., & Wiklund. 2019. Simple Rules, Templates, and Heuristics! An Attempt to Deconstruct the Craft of Writing an Entrepreneurship Paper. *Entrepreneurship Theory and Practice*. <https://doi.org/10.1177/1042258719845888>.
3. Blair, J., & Hunt, J. 1986. Getting inside of the head of the management researcher one more time: Context-free and context-specific orientations in research. *Journal of Management*, 12: 147-166.
4. Short, J. 2009. The art of writing a review. *Journal of Management*, 35: 1312-1317.

### The Entrepreneurship Field

5. Low, M., & MacMillan, I. 1988. Entrepreneurship: Past research and future challenges. *Journal of Management*, 14: 139-161.
6. Katz, J., & Gartner, W. 1988. Properties of emerging organizations. *Academy of Management Review*, 13: 429-441.
7. Amit, R., Glosten, L., & Muller, E. 1993. Challenges to theory development in entrepreneurship research. *Journal of Management Studies*, 30: 815-834.
8. Shane, S., & Venkataraman, S. 2000. The promise of entrepreneurship as a field of research. *Academy of Management Review*, 25: 217-226. [a]
9. Busenitz, L., West, G. P., Shepherd, D., Nelson, T., Chandler, G., & Zacharakis, A. 2003. Entrepreneurship research in emergence: Past trends and future directions. *Journal of Management*, 29: 285-308.
10. Brush, C., Duhaime, I., Gartner, W., Stewart, A., Katz, J., Hitt, M., Alvarez, S., Meyer, G. D., & Venkataraman, S. 2003. Doctoral education in the field of entrepreneurship. *Journal of Management*, 29: 309-331. [b]
11. Schildt, H., Zahra, S., & Sillanpää, A. 2006. Scholarly communities in entrepreneurship research: A co-citation analysis. *Entrepreneurship Theory and Practice*, 30: 399-415.
12. Ireland, R. D., & Webb, J. 2007. A cross-disciplinary exploration of entrepreneurship research. *Journal of Management*, 33: 891-927. [c]
13. Burg, E., & Romme, A. G. L. 2014. Creating the future together: Toward a framework for research synthesis in entrepreneurship. *Entrepreneurship Theory and Practice*, 38: 369-397. [d]

### Economic Perspectives

14. Jovanovic, B. 1982. Selection and the evolution of industry. *Econometrica*, 50: 649-670.
15. Demsetz, H. 1988. The theory of the firm revisited. *Journal of Law, Economics, and Organization*, 4: 141-161.

16. Dunne, T., Roberts, M., & Samuelson, L. 1988. Patterns of firm entry and exit in U.S. manufacturing industries. *RAND Journal of Economics*, 19: 495-515.
17. Baumol, W. 1990. Entrepreneurship: Productive, unproductive, and destructive. *Journal of Political Economy*, 98: 893-921. [d]
18. Baumol, W. 1993. Formal entrepreneurship in economics: Existence and bounds. *Journal of Business Venturing*, 8: 197-210.
19. Amit, R., Muller, E., & Cockburn, I. 1995. Opportunity costs and entrepreneurial activity. *Journal of Business Venturing*, 10: 95-106.
20. Anton, J., & Yao, D. 1995. Start-ups, spin-offs, and internal projects. *Journal of Law, Economics, & Organization*, 11: 362-378.
21. Kirzner, I. 1997. Entrepreneurial Discovery and the Competitive Market Process: An Austrian Approach. *Journal of Economic Literature*, 35: 60-85. [c]
22. Moran, P., & Ghoshal, S. 1999. Markets, firms, and the process of economic development. *Academy of Management Review*, 24: 390-412. [b]
23. Caves, R. 1998. Industrial organization and new findings on the turnover and mobility of firms. *Journal of Economic Literature*, 36: 1947-1982.
24. Sarasvathy, S. 2001. Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. *Academy of Management Review*, 26: 243-263. [a]
25. Eckhardt, J., & Shane, S. 2003. Opportunities and Entrepreneurship. *Journal of Management*, 29: 333-349.
26. Alvarez, S., Barney, J. 2004. Organizing rent generation and appropriation: Toward a theory of the entrepreneurial firm. *Journal of Business Venturing*, 19: 621-635.
27. Sautet, F. 2013. Local and systemic entrepreneurship: Solving the puzzle of entrepreneurship and economic development. *Entrepreneurship Theory and Practice*, 37(2): 387-402.

#### **Sociological Perspectives**

28. Astley, W. G. 1985. The two ecologies: Population and community perspectives on organizational evolution. *Administrative Science Quarterly*, 30: 224-241. [c]
29. Aldrich, H. 1990. Using an ecological perspective to study organizational founding rates. *Entrepreneurship Theory and Practice*, 14: 7-24.
30. Romanelli, E. 1991. The evolution of new organizational forms. *Annual Review of Sociology*, 17: 79-103.
31. Aldrich, H., & Flol, C. M. 1994. Fools rush in? The institutional context of industry creation. *Academy of Management Review*, 19: 645-670. [d]
32. Lie, J. 1997. Sociology of markets. *Annual Review of Sociology*, 23: 341-360.
33. Thornton, P. 1999. The sociology of entrepreneurship. *Annual Review of Sociology*, 25: 19-46. [b]
34. Aldrich, H., & Martinez, M. 2001. Many are called, but few are chosen: An evolutionary perspective for the study of entrepreneurship. *Entrepreneurship Theory and Practice*, 25: 41-56.
35. Lounsbury, M., Glynn, M. 2001. Cultural entrepreneurship: Stories, legitimacy, and the acquisition of resources. *Strategic Management Journal*, 22: 545-564.

36. Honig, B., & Karlsson, T. 2004. Institutional forces and the written business plan. *Journal of Management*, 30: 29-48. [a]
37. Dorado, S., & Ventresca, M. J. 2013. Crescive entrepreneurship in complex social problems: Institutional condillons for entrepreneurial engagement. *Journal of Business Venturing*, 28: 69-82.

#### Psychological Perspectives

38. Carland, J. W., Hoy, F., Boulton, W., & Carland, J. A. 1984. Differentiating entrepreneurs from small business owners: A conceptualization. *Academy of Management Review*, 9: 354-359.
39. Bird, B. 1988. Implementing entrepreneurial ideas: The case for intention. *Academy of Management Review*, 13: 442-459. [d]
40. Busenitz, L., & Barney, J. 1997. Differences between entrepreneurs and managers in large organizations: Biases and heuristics in strategic decision-making. *Journal of Business Venturing*, 12: 9-30.
41. Baron, R. 1998. Cognitive mechanisms in entrepreneurship: Why and when entrepreneurs think differently than other people. *Journal of Business Venturing*, 13: 275-294.
42. Amit, R., MacCrimmon, K, Zietsma, C., & Oesch, J. 2000. Does money matter?: Wealth attainment as the motive for initiating growth-oriented technology ventures. *Journal of Business Venturing*, 16: 119-143.
43. Mitchell, R., Busenitz, L., Lant, T., McDougall, P., Morse, E., & Smith, J. 2002. Toward a theory of entrepreneurial cognition: Rethinking the people side of entrepreneurship research. *Entrepreneurship Theory and Practice*, 26: 93-104. [a]
44. Cardon, M., Wlncernt, J., Singh, J., & Drnovsek, M. 2009. The nature and experience of entrepreneurial passion. *Academy of Management Review*, 34: 511-532. [b]
45. Klotz, A. C., & Neubaum, D. O. 2016. Research on the dark side of personality traits in entrepreneurship: Observatlons from an organizational behavior perspective. *Entrepreneurship Theory and Practice*, 40: 7-17. [c]

#### Contextual Influences

46. Cable, D., & Shane, S. 1997. A prisoner's dilemma approach to entrepreneur-venture capitalist relationships. *Academy of Management Review*, 22: 142-178.
47. Ruef, M., Aldrich, H., & Carter, N. 2003. The structure of founding teams: Homophily, strong ties, and isolation among U.S. entrepreneurs. *American Sociological Review*, 68: 195-222.
48. Simsek, Z., Lubatkin, M., & Floyd, S. 2003. Inter-firm networks and entrepreneurial behavior: A structural embeddedness perspective. *Journal of Management*, 29: 427-442.
49. Gompers, P., Lerner, J., & Scharfstein, D. 2005. Entrepreneurial spawning: Public corporations and the genesis of new ventures, 1986 to 1999. *Journal of Finance*, 60: 577-614.
50. Spencer, J., Murtha, T., & Lenway, S. 2005. How governments matter to new industry creation. *Academy of Management Review*, 30: 321-337. [c]
51. Alvarez, S., & Barney, J. 2005. How do entrepreneurs organize firms under conditions of uncertainty? *Journal of Management*, 31: 776-793.
52. Blatt, R. 2009. Tough love: How communal schemas and contracting practices build relational capital in entrepreneurial teams. *Academy of Management Review*, 34: 533-551.
53. Short, J., Ketchen, D., Shook, C., & Duane Ireland, R. D. 2010. The concept of "opportunity" in entrepreneurship research: Past accomplishments and future challenges. *Journal of Management*, 36: 40-65.



54. Nambisan, S., & Baron, R. A. 2013. Entrepreneurship in Innovation Ecosystems: Entrepreneurs' Self-Regulatory Processes and Their Implications for New Venture Success. *Entrepreneurship Theory and Practice*, 37: 1071-1097. [d]
55. Massa, L., Tucci, C., Afuah, A. 2017. A critical assessment of business model research. *Academy of Management Annals*, 11: 73-104. [a]
56. Townsend, D., Hunt, R., McMullen, J., & Sarasvathy, S. 2018. Uncertainty, knowledge problems, and entrepreneurial action. *Academy of Management Annals*, 12: 659-687. [b]

#### Entrepreneurial Networks

57. Saxenian, A. 1990. Regional networks and the resurgence of Silicon Valley. *California Management Review*, 33 (1): 89-112.
58. Pouder, R., & St. John, C. 1996. Hot spots and blind spots: Geographical clusters of firms and innovation. *Academy of Management Review*, 21: 1192-1225.
59. Almeida, P., & Kogut, B. 1997. The Exploration of Technological Diversity and the Geographic Localization of Innovation. *Small Business Economics*, 9: 21-31.
60. Walker, G., Kogut, B., & Shan, W. 1997. Social Capital, Structural Holes and the Formation of an Industry Network. *Organization Science*, 8: 109-125. [d]
61. Gimeno, J., Folta, T., Cooper, A., & Woo, C. 1997. Survival of the fittest? Entrepreneurial human capital and the persistence of underperforming firms. *Administrative Science Quarterly*, 42: 750-783.
62. Zucker, L., Darby, M., & Armstrong, J. 1998. Geographically localized knowledge spillovers or markets? *Economic Inquiry*, 36: 65-86.
63. Uzzi, B. 1999. Embeddedness in the making of financial capital: How social relations and networks benefit firms seeking financing. *American Sociological Review*, 64: 481-505. [c]
64. Yli-Renko, H., Autio, E., & Sapienza, H. 2001. Social capital, knowledge acquisition, and knowledge exploitation in young technology-based firms. *Strategic Management Journal*, 22: 587-613.
65. Stuart, T., & Sorenson, O. 2003. Liquidity Events and the Geographic Distribution of Entrepreneurial Activity. *Administrative Science Quarterly*, 48: 175-201.
66. Hoang, H., & Antoncic, B. 2003. Network-based research in entrepreneurship: A critical review. *Journal of Business Venturing*, 18: 165-187. [b]
67. Coombs, J., Mudambi, R., & Deeds, D. 2006. An examination of the investments in U.S. biotechnology firms by foreign and domestic corporate partners. *Journal of Business Venturing*, 21: 405-428.
68. Engel, Y., Kaandorp, M., & Elfring, T. 2017. Toward a dynamic process model of entrepreneurial networking under uncertainty. *Journal of Business Venturing*, 32: 35-51. [a]

#### Entrepreneurial Processes 1

69. Gartner, W. 1985. A conceptual framework for describing the phenomenon of new venture creation. *Academy of Management Review*, 10: 696-706. [b]
70. Dubini, P., & Aldrich, H. 1991. Personal and extended networks are central to the entrepreneurial process. *Journal of Business Venturing*, 6: 305-313.
71. Lumpkin, G. T., & Dess, G. 1996. Clarifying the entrepreneurial orientation construct and linking it to performance. *Academy of Management Review*, 21: 135-172. [a]

72. Castrogiovanni, G. 1996. Pre-Startup Planning and the Survival of New Small Businesses: Theoretical Linkages. *Journal of Management*, 22: 801-822. [c]
73. McMullen, J., & Shepherd, D. 2006. Entrepreneurial action and the role of uncertainty in the theory of the entrepreneur. *Academy of Management Review*, 31: 132-152.
74. Zolt, C., & Amlt, R. 2007. Business Model Design and the Performance of Entrepreneurial Firms. *Organization Science*, 18: 181-199.
75. Zolt, C., & Amlt, R. 2008. The fit between product market strategy and business model: Implications for firm performance. *Strategic Management Journal*, 29: 1-26.
76. Webb, J., Tihanyi, L., Ireland, R. D., & Sirmon, D. 2009. You say illegal, I say legitimate: Entrepreneurship in the informal economy. *Academy of Management Review*, 34: 492-510.
77. McMullen, J. S., & Dimov, D. 2013. Time and the entrepreneurial journey: The problems and promise of studying entrepreneurship as a process. *Journal of Management Studies*, 50(8): 1481-1512. [d]

#### Entrepreneurial Processes 2

78. Shane, S. 2000. Prior Knowledge and the Discovery of Entrepreneurial Opportunities. *Organization Science*, 11: 448-469.
79. Lyon, D., Lumpkin, G. T., & Dess, G. 2000. Enhancing Entrepreneurial Orientation Research: Operationalizing and Measuring a Key Strategic Decision Making Process. *Journal of Management*, 26: 1055-1085.
80. Alvarez, S., & Busenitz, L. 2001. The entrepreneurship of resource-based theory. *Journal of Management*, 27: 755-775.
81. Ardichvilia, A., Cardozob, R., & Ray, S. 2003. A theory of entrepreneurial opportunity identification and development. *Journal of Business Venturing*, 18: 105-123.
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## Course Outline

| <b>Date</b> | <b>Topic</b>                       | <b>Reading and Activity Assignments</b>   |
|-------------|------------------------------------|---|
| Aug 21      | Course Introduction                | 1, 2, 3, 4  |
|             | 28 The Entrepreneurship Field      | 8, 10, 12, 13   |
| Sep 4       | Economic Perspectives              | 17, 21, 22, 24; <i>Article Leader Summary due</i>   |
|             | 11 Sociological Perspectives       | 28, 31, 33, 36; <i>Article Leader Summary due</i>   |
|             | 18 Psychological Perspectives      | 39, 43, 44, 45; <i>Article Leader Summary due</i>   |
|             | 25 Contextual Influences           | 50, 54, 55, 56; <i>Article Leader Summary due</i>   |
| Oct 2       | Entrepreneurial Networks           | 60, 63, 66, 68; <i>Article Leader Summary due</i>   |
|             | 9 Lean Launchpad                   | Watch entire playlist at<br><a href="https://www.youtube.com/playlist?list=PLAwxTw4SYaPnxzSuovATBMrNowGaaEBmW">https://www.youtube.com/playlist?list=PLAwxTw4SYaPnxzSuovATBMrNowGaaEBmW</a> |
|             | 16 Entrepreneurial Processes 1     | 69, 71, 72, 77; <i>Article Leader Summary due</i>   |
|             | 23 Entrepreneurial Processes 2     | 82, 83, 84, 85; <i>Article Leader Summary due</i>   |
|             | 30 Paper Writing Issues            | <i>Paper Draft due</i>  |
| Nov 6       | Entrepreneurial Processes 3        | 86, 90, 91, 93; <i>Article Leader Summary due</i>   |
|             | 13 Entrepreneurial Finance         | 95, 96, 101, 103; <i>Article Leader Summary due</i>   |
|             | 20 Entrepreneurial Phenomena       | 104, 105, 108, 109; <i>Article Leader Summary due</i>   |
|             | 27 Presentations                   | <i>Article Leader Summary due; Paper Presentation; Paper Revision due</i>   |
| Dec 6       | Exam (Note that this is a Friday.) | <i>Final Exam (Online: Due by noon)</i>   |

*Note: Unless otherwise noted, written assignments are due one hour before class begins, and they should be submitted through Canvas. Presentations and exams are "due" during the class sessions when they are given. Article Leader presentations are "due" during the class sessions when the articles will be discussed, and the corresponding summaries are due prior to the next class session. Late assignments will not be accepted.*