

4th Annual Interdisciplinary Symposium: Academic Freedom: Entrepreneurship, Leadership & Free Markets Overview



Program: Friday, March 17, 2017 at The Bay Watch in Myrtle Beach, SC
Room 1 ~ Cherry Grove 1&2 (the larger room)
Room 2 ~ Cherry Grove 3 (the smaller room)

8:00	Breakfast & Registration –Mix ‘n Mingle
8:45	Kick-off Welcome Wes Kemp ~ <i>Capitalism: A Practitioner’s Perspective</i>
9-9:45 Workshop	Leadership Session – Best Practices in Teaching Free Enterprise and Entrepreneurship Wes Kemp with Dr. Derek Yonai ~ Vision, Staffing, and other common mistakes and Pam Biermann ~ Gig economy empowering entrepreneurship, clubs & organizations that foster free markets
10:00	Session 1: Room 1: Dr. Nigel Ashford (Institute for Humane Studies) “What Role For Government?” Session 2: Room 2: Dr. Dallas Brozik (Marshall University) “Defining Ethics”
	Coffee / Tea Available
11:00	Session 1: Room 1: Dr. Michael Brodrick (Arkansas Tech University) “Free to Choose: A Moral Defense of the Right to Try Movement” Session 2: Room 2: Dr. John Bethune (Barton College) “Economic and Political Factors Influencing Contentment and Well-Being: Evidence from the States”
12:00	Deli Lunch (build-your-own) Mix ‘n Mingle
1:00	Session 1: Room 1: Dr. Robin McCutcheon (Marshall University) “Identifying the Filters Coloring Your Vision – a Workshop in Teaching Atlas Shrugged” Session 2: Room 2: Dr. Premalata Sundaram (High Point Univeristy) “An Entrepreneurial Approach to Teaching Introductory Financial Accounting”
2:00	Session 1: Room 1: Dr. Wayne Rollins (Middle Tennessee State University) “Teaching Entrepreneurship (or Free Enterprise) Across Disciplines” with Ms. Melissa Clark (Marshall University) “Teaching Free Markets to K- 8 Students – Senior Undergraduate Presentation” Session 2: Room 2: Mr. Chris Calton (Marshall University) “The Properties of Money: A Refined Analysis”
	Snacks Available
3:00	Session 1: Room 1: Ross Gardiner (Americans for Prosperity Foundation) “Deirdre McCloskey's defense of "bourgeois dignity."” Session 2: Room 2: R. Scott Pearson (Charleston Southern University) “Teaching Value Creation to Freshmen: How Economic Insight, Entrepreneurial Spirit, and Character Development Naturally Fit into the Intro to Business Course”
4:00	Room 1: Hosted by Robin McCutcheon Idea Generating Panel Discussion for the 5th Annual Interdisciplinary Symposium Samples: a. Academic Freedom across Campus / Curriculum b. Free Enterprise in Higher Education c. Creating an Atmosphere of Entrepreneurship across Disciplines
5:00	Cool Down Bar (at the Fishtails Tikki Bar, weather permitting) with Cocktails
6:00	Farewell Dinner at the Blue Bistro {Hotel Restaurant (Dutch Treat)} – if you would like to eat as a group, please let Robin know by 1pm so we can reserve a properly large table.

Our Leadership Speakers' Biographies

Dr. Derek K. Yonai

Managing Director of the O'Neil Center for Global Markets and Freedom,
Research Associate Professor in the Cox School of Business
Southern Methodist University

Derek K. Yonai is the Managing Director of the O'Neil Center for Global Markets and Freedom and a Research Associate Professor in the Cox School of Business at Southern Methodist University. He is also a Senior Research Fellow at the Institute for Faith, Work & Economics and on the Research Advisory Council of the James Madison Institute.

Previously, Dr. Yonai was the Founding Director of the Center for Free Enterprise and an Associate Professor of Economics in the Barney Barnett School of Business and Free Enterprise at Florida Southern College where he was responsible for developing and supervising Florida Southern's free enterprise education and outreach programs.

He has given numerous radio interviews discussing the connection between economic freedom and human flourishing. He has also given radio interviews discussing a 2012 Supreme Court case dealing with the first sale doctrine of copyright law. He has been a guest on radio shows in North Carolina, Florida, Iowa, Colorado, Montana, South Dakota, and Alaska.

Dr. Yonai has been recognized for his teaching earning the Dean's Excellence in Teaching Award at Campbell University and the "Spirit of Inquiry Award" by the John William Pope Center for Higher Education Policy.

He conducts research in the fields of legal history, law and economics, and religion and economics. He has written for both scholarly and popular outlets. His published research discusses the economic role of property rights and the law. His recent research focuses on economists' inability to communicate their ideas to the general public. His popular writings deal with the importance of understanding economic principles and the importance of economic freedom.

From 2003 to 2013, Dr. Yonai was the Lundy Chair of the Philosophy of Business in the Lundy-Fetterman School of Business and an Adjunct Professor at the Norman Adrian Wiggins School of Law at Campbell University. While at Campbell he oversaw their free enterprise education programs and their economics program. He also taught the school of business's signature course, *Philosophy of Business*, which introduces students to the morality of the free enterprise system.

Dr. Yonai earned a Bachelor of Arts in economics from the University of California at Irvine and graduated with honors from Whittier College School of Law. In addition, he earned a Master of Arts in economics and a Ph.D. from George Mason University.

Pam Biermann

Director of the Center for Entrepreneurship at Methodist University

For over three years Pam has taught entrepreneurship, first at Fayetteville Technical Community College and currently at Methodist University, where she heads up Methodist's Center of Entrepreneurship. She has worked for GMF Robotics, Eli Lilly Pharmaceuticals, and owned and managed a franchise for five years. Upon selling the business, Pam transitioned into homeschooling her two children for their entire K-12 education. Pam has a BS in computer science from Ball State University and an MS in Management from Purdue University.

Wes Kemp

Executive in Residence and Adjunct Instructor
Walton College of Business, University of Arkansas

Wes Kemp retired as President and Chief Executive Office for ABF Freight System, Inc. on January 1, 2012. He joined ABF as a management trainee in 1969 upon graduation from the University of Arkansas with a *BSBA Management* degree. He also successfully completed the *Executive Program* at Northwestern University in *Advanced Transportation/Logistics Management* and held a variety of positions during his 42-year ABF career including Senior Vice President of Operations and Vice President Terminal Operations.

Wes and his late wife, Sharon Ann, were married for 46 years and have two adult children, Wes II and Caroline. He is an elder in the First Presbyterian Church of Alma, AR and has served on the board of directors for the following organizations:

- * Bost, Inc
- * *Mack-Blackwell Transportation Center*
- * Supply Chain Management Research Center
- * *Walton College Dean's Executive Advisory Board.*
- * Economics Arkansas
- * Economics Arkansas Foundation

In 2005, he and his wife established the *Wes and Sharon Kemp Doctoral Fellowship* in the Walton College to support students in the field of Transportation Logistics; and were subsequently inducted into the *Towers of Old Main Society*. They also gifted funds in 2014 to advance the study of Free-Market Capitalism. Wes also established an endowed scholarship in memory of his wife for the Advancement of Free Enterprise. He recently joined six other investors for the purchase of *Capitaf*, Milton Friedman's summer estate in Vermont, which will be converted into a conference center for the study of the free market principles advanced by Dr. Friedman.

In retirement, Wes serves as an *Executive in Residence and Adjunct Instructor* in the Walton College of Business where he taught the course entitled *The Logistics of Capitalism* for four years. He is also the advisor to the *Young Americans for Liberty* chapter on campus.

4th Annual Interdisciplinary Symposium
Academic Freedom:
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Abstracts



Nigel Ashford, PhD. (Institute for Humane Studies) “What Role For Government?”

This paper discusses what the role of government should be by contrasting five schools of thought within libertarianism. Three questions are asked of each school.

1. How do we decide what government should do? (the philosophy or methodology of analysis).
2. Why should government be limited? (consequences or natural rights).
3. What is the legitimate role of government? (social market, minarchism. or anarchism).

These questions are then asked of: Milton Friedman and the Chicago School; James Buchanan and Public Choice; Friederich Hayek, Ludwig von Mises and the Austrian School; Ayn Rand, Robert Nozick, and Natural Rights; and Murray Rothbard, David Friedman and Anarcho-Capitalism. The Chicago School answers are: an empirical methodology; government failure; and a social market economy. Public choice answers: social contract; rent seeking; and a productive state. Hayek uses: the limits of knowledge; government ignorance; and a social market economy. Mises uses: axioms; government ignorance; and a minimal state. Natural rights uses; natural rights; government as rights violators; and a minimal state. Anarcho-capitalism uses: either natural rights or consequences; the state as rights violator or state incompetency; and favor anarcho-capitalism.

John Bethune, PhD. (Barton College) “Economic and Political Factors Influencing Contentment and Well-being:

Evidence from the States”

A variety of sources rank the 50 states by some type of measure with respect to contentment and well-being. For example, Gallop conducts surveys asking about residents desire to leave their current state, resident rankings of their state by contentment, etc. Gallop and Healthways have also developed a relative measure of well-being for each state and rankings of opinions of considerations such as “best place to live.”

These measures of contentment and well-being, as well as others, will be compared to state rankings of economic factors such as economic freedom, tax burdens, income inequality, state and local government spending, etc. Some non-economic factors, such as political leanings and religious convictions, will also be considered.

It is expected that a pattern will result that reveals what economic and non-economic variables contribute significantly to a states’ desirability as a place to live.

Michael Brodrick, PhD. (Arkansas Tech University) “Free to Choose: A Moral Defense of the Right to Try Movement”

The claim that individuals differ with respect to their values is not controversial among bioethicists, yet many bioethicists still oppose right-to-try laws. This seems to be due in part to a failure to recognize that such laws are primarily intended to be political tools, not legal instruments. The right to try movement seeks to increase access to investigational treatments outside of clinical trials but not to create positive rights. However, opponents of right-to-try laws do recognize that increasing access to investigational drugs outside of clinical trials could pose a

threat to scientific medicine, and this is a valid concern. They seek to maximize overall gains to patients by protecting them from adverse events and ensuring that drugs are safer and more effective on average. But right to try activists have a point that high standards of safety and effectiveness impose one set of trade-offs on all of us, regardless of our different values. That might be acceptable if determinations of safety and effectiveness were black and white, but that does not seem to be the case. In fact, high standards of safety and effectiveness reflect a normative judgment about the value of those things relative to others. Such standards unfairly neglect patients who would readily trade increments of safety and effectiveness for increments of time and self-determination. Reforms should increase the number of treatment options available to patients. The last section of the paper discusses ways in which current regulatory arrangements can be reformed so as to increase available treatment options without endangering scientific medicine.

Dallas Brozik, PhD. (Marshall University; with Chris Cassidy (Sam Houston State University)) “Defining Ethics”

Ethics is a complex topic with many different sometime conflicting approaches. While there is a common definition of ethics, an examination of the research on ethics reveals that there is no commonly accepted ethical system agreeable to all. Those who discuss ethics seem to assume that everyone else is in agreement about ethics, while in fact there may be vast differences in the assumptions and premises behind their ethical beliefs. The lack of common ethical beliefs can lead to confusion in the discussion of ethics and improperly designed survey instruments which can result in erroneous conclusions regarding what constitutes ethical behavior.

Chris Calton (Marshall University) “The Properties of Money: A Refined Analysis”

Austrian economics accepts that once a medium of exchange has become generally accepted, it meets the definition of a money. This begs the question: what makes a medium of exchange *become* generally accepted? The demand for a good used in exchange is driven by its ability to fulfill certain functions of money beyond its use as a medium of exchange, and its ability to fulfill these functions is linked to the physical characteristics of the money good relative to available alternatives. This paper argues that the demand for money is not a property of good money, but rather a product of a medium of exchange that exhibits desirable characteristics. Further, I demonstrate that the analysis of these characteristics is inchoate, due to redundancies, ambiguities, and omissions regarding the properties of money. Finally, I argue that the lessons derived from a more refined analysis of the properties of money offer insight in regards to historical analysis as well as implications regarding modern fiat monies. I believe this paper fills a blind spot in the Austrian Regression Theorem, though it does not contradict the theorem.

Melissa A. Clark (Marshall University) “Teaching Free Markets & Entrepreneurship to Children (K-8)”

As a first time mom with a passion for free markets, I’ve developed an ever-growing desire to preserve the knowledge of morality in my daughter, and better yet, in the future generations of our state. “True knowledge comes with deep understanding of a topic and its inner workings.” – Albert Einstein. It is best to pass not only true knowledge down to our youth, but also what is behind the scenes of that knowledge. Unfortunately, that is the vital part of knowledge that is so often ignored in our society. For instance, we all know of the famous Tooth Fairy, but how can we describe the job of the Tooth Fairy to our children in a real-world way to help them understand the business? I will explore the fantastic ways one can teach children, from toddler to middle school, the idea of free markets and the opportunity it allows people to obtain.

Encouraging a young entrepreneur could open a world of wonders they never knew existed. From lemonade stands to carwashes to a Halloween goodie bag, I invite you to learn about the little free markets for your little ones! After all, they are our future.

Ross Gardiner (Americans for Prosperity Foundation) “Deirdre McCloskey's defense of "bourgeois dignity."”

The Left frequently uses “dignity” as a concept to advance a progressive agenda. However, as Professor Deirdre McCloskey argues in *Bourgeois Dignity*, liberty and dignity are intertwined, as necessary components of a flourishing capitalist society. I will explore this historical link between liberty and dignity, and the role dignity plays in a theory of entrepreneurship. I will explore how Ayn Rand uses these concepts throughout *Atlas Shrugged* in her defense of production as a moral endeavor by her “men of the mind.”

Robin McCutcheon (Marshall University) “Identifying the Filters Coloring Your Vision – a Workshop in teaching Atlas Shrugged”

One of the exercises I use early in the *Atlas Shrugged* semester is one I call “ Seeing Past Your Filters.” It is a quick 1-hour workshop designed to have students recognize the six filters each human develops from birth to their current age that colors their perception of their world. I do this exercise to have students recognize that all they have learned has come from a human, perhaps one they trust and love. In order to see the world in any different way, one must first recognize the various filters coloring their vision of the world.

R. Scott Pearson (Charleston Southern University) “Teaching Value Creation to Freshmen: How Economic Insight, Entrepreneurial Spirit, and Character Development Naturally Fit into the Intro to Business Course”

The business curriculum typically begins with courses in accounting, management, or marketing when students are not yet able to fit these concepts into the “big picture”, comprehend their value to a business, or even understand how businesses add value. In developing a freshman course, we incorporate traits of successful business leaders, economic intuition, and entrepreneurialism to guide the student's understanding of business. Foundational principles of creativity, humility, endurance, responsibility, integrity, and diligence, are introduced early, along with exercises to help students discover their own personal strengths and calling. We also seek to implant a deep understanding of the key role of entrepreneurs and the discovery process in creating value. A variety of media and methods may be utilized, including film and video, group discussions, teamwork, presentations, entrepreneur biographies, and business plans. An introductory course such as this, integrating character development, economic insight, and development of the entrepreneurial spirit, with a significant level of rigor, may enhance students' passion and motivation, but also improve student persistence and retention. Early evidence suggests positive impact.

Premalata Sundaram (High Point University) “An entrepreneurial approach to teaching Introductory Financial Accounting”

This study explores a novel approach to teaching the introductory financial accounting class to business majors. Accounting is the language of business and yet most business majors enter the first accounting class in college with a lot of trepidation and anxiety. It is crucial that all students who aspire to work in marketing, sales and finance have a strong foundation in the process involved in generating the financial statements of a business and their use in making strategic decisions. In order to achieve the twin objectives of accounting and information

technology proficiency amongst all business majors, the students were required to “*become an entrepreneur*” and start “*a virtual business*” for a semester, using Excel to record all transactions.

Wayne Rollins, PhD. (Middle Tennessee State University) “Teaching Entrepreneurship (or Free Enterprise) Across Disciplines”

- Dangerous Assumptions! Fundamentals of capitalism (or free markets), the Business Environment, and Basic Business Forms
- Interviews with small business owners (one of my assignments)
- Teaching opportunities for cross-disciplined courses; what are some collegiate courses?
- Personal finance—how to prosper in a capitalistic economy
- Brainstorm section to share teaching tips

Please join us at the

5th Annual Interdisciplinary Symposium,

a Teaching & Research Conference for Free Market Intellectuals

The Theme for 2018: “Academic Diversity in Higher Education”

March 16, 2018, at The Bay Watch Resort & Conference Center

North Myrtle Beach, South Carolina.

Brought to you by Dr. Robin McCutcheon and the Lync-Sync.com Team



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