The Knowledge Spillover Theory of Entrepreneurship

David B. Audretsch, Max C. Keilbach, and Erik E. Lehmann

in Entrepreneurship and Economic Growth

This chapter analyzes how the cognitive process inducing the entrepreneurial decision is influenced by placing that same individual in different contexts. In particular, it compares high knowledge contexts with impoverished knowledge contexts, leading to a different view of entrepreneurship. It is shown that entrepreneurship can be an endogenous response to investments in new knowledge when commercialization of that knowledge is constrained by a formidable knowledge filter.

Organizational learning

John Child, David Faulkner, and Stephen B. Tallman

in Cooperative Strategy: Managing Alliances, Networks, and Joint Ventures

One of the main reasons for forming alliances is that companies attempt to improve their knowledge or the ability to create new knowledge through learning. This chapter introduces the notion of organizational learning, how this entails different levels, and how this is related to knowledge. It also identifies through alliances the various forms of learning. It is important to note that some alliances attempt to learn collaboratively for attaining mutual benefit while others perceive learning as something competitive and even potentially exploitative. As such, the chapter considers the learning capacity, the intentions of the partner, and the learned ability to spread and make use of new knowledge. It also explores the process that facilitates alliance learning.
since these determine the potential barriers faced and how constructive management can be imposed.

**Radical activists’ new knowledge**

Charlotte Williamson

in Towards the emancipation of patients: Patients' experiences and the patient movement

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This chapter examines the sources of radical patient activists' knowledge that they use to oppose low standards of care or oppressive practices and to propose higher standards. It discusses the main sources of radical patient activism's new knowledge, which include lay knowledge, lifeworld knowledge, and patient activists' experiences. The chapter provides two examples of the uses of new knowledge. The first is about activists' use of social-science knowledge in the creation of new knowledge, and the second is about medical and scientific knowledge.

**Frontiers—Then and Now**

James C. Klotter and Freda C. Klotter

in A Concise History of Kentucky

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Although the word frontier often refers to a border between places, this word has taken a wide variety of meanings over different times. The first person to step on the soil of what is now known as Kentucky is unknown, but that first person—which was likely to have been included in a group referred to as Native Americans or Indians—was able to initiate the process of people living in that area. The European explorers who first came to America must have felt the same as this person as they may have perceived the New World to entail new opportunities for them. Today, though, the meaning of frontier may refer to more than just traveling to other places as it may also mean discovering new learning and knowledge. People who study the past are also considered explorers since they also want to discover new things. This chapter looks into various interpretations of frontier and how this may have affected new knowledge, particularly to the Native Americans of Kentucky.
This chapter describes surrealism’s commitment to the invention and promotion of new knowledge. The movement’s attempt to rupture the purely rational and conscious hold that positivism exercised over philosophy produced new varieties of art that widened the epistemological gaze. The broad consensus, despite the risk of fragmentation in the surrealist project in France due to the pressure of competing claims for the future of the movement, was that surrealism could spawn such a diversity of cultural expression because it advanced a common “point of view.” This point of view admits only of a dual reality with artistic productions displaying an almost alchemical aura, transforming the material into the immaterial and the immaterial into the material through its co-option of the Hegelian dialectic.

Agricultural Reform and State Activism
John Majewski

in Modernizing a Slave Economy: The Economic Vision of the Confederate Nation

This chapter highlights how Ruffin and other reformers championed legislative action to promote agricultural experimentation and education. These individuals believed that state governments should subsidize experimental farms, agricultural professorships, geological surveys, agricultural societies, and farm journals to disseminate new knowledge. To complement state educational efforts, some reformers also advocated important changes in property law to encourage the drainage of swamps and to prevent the spread of malaria. In their calls for state action, reformers combined scientific reasoning, economic rationalism, and romantic imagery. The rhetoric of southern agricultural reformers, synthesizing both the modern and the traditional, viewed state support for agricultural research as the hallmark of civilized government. For all
its rhetorical and intellectual energy, the reform movement generally failed to transform southern agriculture in the ways that reformers desired.