The speed of technological innovation and the continual expansion of disciplinary knowledge leave little time in the curriculum for students to formally study innovation, particularly at the undergraduate level. A novel upper-division interdisciplinary undergraduate engineering course that delivers disruptive and innovative applications of commercial technologies to an external funding agency and simultaneously develops the critical thinking, creativity and innovation of these students will be presented. The course is structured as a deliberate interactive engagement between students and faculty and employs the Socratic Method to develop an understanding of disruptive and innovative technologies and the historical context of how social, cultural, and religious factors impact the acceptance or rejection of innovation. In this presentation he will describe the course and highlight the results from teaching the course over the past eight years.