

DOMINICAN UNIVERSITY

ROSARY COLLEGE OF ARTS & SCIENCES

LAS-377	Making a Buck vs. Making a Difference
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About the Seminars (from the Undergraduate Bulletin):

While liberal arts and sciences seminars are taught by instructors from various disciplines representing alternative approaches to the general topics, they share several features. As seminars, they are courses in which students, led by an instructor, investigate problems, design projects, explore resources and share findings. They are, that is, courses in which students learn with and from each other. The seminars are thematic. Building on each prior semester, they take as their departure point questions, problems and issues that are both universal and urgent—questions, problems and issues that engage the whole person throughout life.

Because all seminars at each class level share a common general topic and a common text or texts, they place at the center of students' Dominican education a shared experience; they embody for students the distinctive community of learners they have joined.

Finally, the seminars are integrative. They help students see and articulate connections between information and ideas originating in other courses. They help students see and articulate connections between their course work and their lives beyond the classroom. They help students see and articulate connections between their own lives and the lives of others—past, present and future—in the communities and, ultimately, the society to which they belong. And, as seminars, they place the individual student at the center of this activity of mind: the student, in the company of others, makes her or his education coherent.

Specifically, the seminars help students:

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- maintain and extend skills acquired elsewhere: reading critically, writing effectively, finding and evaluating information sources, applying computer technology;
- synthesize the knowledge they are drawing from other courses both within and outside the chosen field of study; learn how, respectfully and fruitfully, to collaborate with others in building knowledge and understanding; and
- acquire the habit of reflection on matters intellectual, moral and spiritual.

Students will “take” from their seminars no more and no less than they “give” to them. By engaging actively the materials encountered and the ideas of classmates, by first informing themselves, then participating thoughtfully in class discussions, and by completing diligently their portion of the work of the group, students gain new information, new insights and new perspectives. More importantly, though, they gain a “new” way to learn and new respect for the power of the mind that they will carry with them into their lives beyond the classroom.

Course Description

Catalog: A large part of how we define ourselves has always been by what we "do for a living"; however, we also maintain a "personal life" outside of the work environment. In today's fast-paced business environment and society, this compartmentalization or separation can lead to tension and conflict as we seek to achieve a "work-life balance." Is it a matter of "balance" or one of "integration?" Must we separate making a living from making a difference? How can we find our true place in an increasingly depersonalized, technological world? These are among the questions that this course will explore--leveraging a wide range of perspectives on this subject.

Prerequisite(s): None – junior status.

Objectives

As a “seminar,” it is expected that students will learn from each other under the guidance of the instructor – as we debate questions, investigate ideas, explore resources, and share findings. The seminar is also intended to be integrative – meaning that it will help students see the connections between their coursework and lives beyond the classroom. Thematically, this seminar will focus on the topics of Technology, Work, and Leisure with the following “focusing questions” at the heart of the exploration:

- What is work? What is leisure? What is technology?
- What is the place of work and leisure in the life of the individual in society?
- What impact does technology have on work and leisure?
- What part does making a living play in making a life?

Upon successful completion of this course, students should be able to articulate, analyze, and discuss (from a variety of perspectives) theses relating to each of the four “focusing questions” listed above – with a particular emphasis on the 4th question.

Required Text(s)

1.	Common Text: Arendt, Hannah, <i>The Human Condition</i> , Chicago: The University of Chicago Press, 1998. (ISBN: 978-0-226-02598-8) (\$19.00 list price)
2.	Special Text: Pope John Paul II, <i>Laborem Exercens (On Human Work)</i> . Free electronic copy available in MyDU course site. (no cost)
3.	Special Text: Bronson, Po, <i>What Should I Do With My Life? – The True Story of People Who Answered the Ultimate Question</i> , Random House, 2005. (ISBN: 978-0-345-48592-2) (\$7.99 list price)
4.	Special Text: Carr, Nicholas; <i>The Shallows: What the Internet is Doing to Our Brains</i> , W.W. Norton & Company, 2011. (ISBN: 978-0-393-33975-8) (\$9.70 list price)
5.	Special Text: Handy, Charles, <i>The Hungry Spirit – Beyond Capitalism: A Quest for Purpose in the Modern World</i> , Broadway Books, 1999. (ISBN: 978-0-767-90188-8) (\$19.00 list price)

Supplemental Text(s) – choose any one: (directions provided below and in class)

S1.	Bishop, Matthew, <i>Philanthrocapitalism – How the Rich Can Save the World</i> , Bloomsbury Press, 2008. (ISBN: 978-1-596-91374-5) (\$27.00 list price)
S2.	Counts, Alex, <i>Small Loans, Big Dreams – How Nobel Prize Winner Muhammad Yunus and Microfinance Are Changing the World</i> , Wiley, 2008. (ISBN: 978-0-470-19632-8) (\$29.95 list price)
S3.	Hart, Stuart, <i>Capitalism at the Crossroads – Aligning Business, Earth, and Humanity</i> , Wharton School Publishing, 2007. (ISBN: 978-0-136-13439-8) (\$19.99 list price)
S4.	Strong, Michael, <i>Be the Solution – How Entrepreneurs and Conscious Capitalists Can Solve All the World's Problems</i> , Wiley, 2009. (ISBN: 978-0-470-45003-1) (\$24.95 list price)
S5.	Yunus, Muhammad, <i>Creating a World Without Poverty – Social Businesses and the Future of Capitalism</i> , PublicAffairs, 2009. (ISBN: 978-1-586-48667-9) (\$14.95 list price)

Web-Based Resources

Blackboard at Dominican (<http://blackboard.dom.edu>). Use of Blackboard is required. All assignments are to be submitted through Blackboard.

Grading

The table below shows the weights of the various course components:

Component	Weight
In-class Participation	20%
Reflections (8 @ 2% each)	16%
Essays (3 @ 10% each)	30%
Term Paper	20%
Presentation	14%

Items and policies worth noting:

- **In-class Participation** consists of three dimensions: preparation, presence, and participation. You are expected to have prepared (i.e., critically read, not simply skimmed) the assigned readings and to be an active, contributing member of the in-class discussions. Your effort and contribution will be assessed at the end of most weeks (after the Thursday session) – and up to 20 percentage points will be awarded. You will grade yourself on a 10 point scale in 20 of the classes. I will review the grade you specify and possibly adjust it (in either direction).
- You will prepare 8 *one-page Reflections* on the readings that are assigned for a particular class. These are due *at the beginning* of the class session in which they are due. Assignments submitted late will be penalized one letter grade (10% of the assignment's value) for each day (or portion of a day) late. The questions around which the reflections are to be focused will be determined in the prior class session.
- You will prepare 3 *three-to-five-page Essays* at the completion of our discussion of three of the texts. This will afford you an opportunity to develop and defend a thesis related to the subject matter of the texts – in light of the seminar's focusing questions. These are due *at the beginning* of the class session in which they are due. Assignments submitted late will be penalized one letter grade (10% of the assignment's value) for each day (or portion of a day) late. Particular emphases for each essay could include the following:
 1. Essay #1 on *The Hungry Spirit*: How does our economic system work...and fail to work? What are the consequences/implications for us and society? What guidance would/does Handy provide for achieving work-life balance/integration?
 2. Essay #2 on *What Should I Do With My Life*: What general principles/guidelines might we draw from the experiences of these people? Under what conditions can a work-life balance/integration be achieved?
 3. Essay #3 on *Laborem Exercens*: How does this perspective compare and contrast with Handy's...with Bronson's? What additional challenges does Pope John Paul II lay out for our economic systems? What guidance would/does John Paul II provide for work-life balance/integration?
- As part of the "**Common Text Assignment**" across the junior-level seminars, you will prepare a *five-to-ten-page* term paper that develops and defends a thesis around one of the seminar's focusing questions – integrating material from the texts used in the seminar as well as original research conducted by you. This is due *at the beginning* of the class session in which it is due. If the assignment is submitted late, it will be penalized one letter grade (10% of the assignment's value) for each day (or portion of a day) late.
- The last week of the course is reserved for 15-minute individual and/or group (3-person maximum) **Presentations on one of the supplemental texts**. (*At most two* presentations can utilize the same supplemental text – so claim your text as early as possible/practical.) The presentations should be thesis-driven and should relate the supplemental text to *at least one* of the course's focusing questions.
- **Plagiarism** – i.e., *the use of another's words and/or ideas without attribution* – **to any degree** will result in a failing grade on the assignment – and, possibly, failure of the course. All instances of plagiarism will be reported to the Dean of Rosary College of Arts and Sciences. (Please see the Undergraduate Bulletin for more details.)
- The final, cumulative grade will be calculated as a summation of the individual course

components. Letter grades will, then, be assigned according to the table below:

Letter Grade Assigned	Cumulative Points	Associated Grade Percentage
A	920-1000	92-100%
A-	890-919	89-91.9%
B+	870-889	87-88.9%
B	830-869	83-86.9%
B-	800-829	80-82.9%
C+	780-799	78-79.9%
C	730-779	73-77.9%
C-	700-729	70-72.9%
D	600-699	60-69.9%
F	599 & below	59.9% & below

Course Calendar:

In the calendar, the assignments are from the texts (HC = *Human Condition*, HS = *Hungry Spirit*, TS = *The Shallows: What the Internet is Doing to Our Brains*, LE(OHW) = *Laborem Exercens (On Human Work)*, and WSID = *What Should I Do...*).

Classes are scheduled to meet on Tuesdays and Thursdays from 10:00 AM – 11:15 AM.

	Date	Topics and Assignments due before class	Assignment to do after class
1	Tu-28-Aug	Syllabus & Overview Obtain "Blackboard" Access	Read: HS Preface and pp. 1-56 Prepare: Reflection #1
2	Th-30-Aug	Reflection #1 Due "A Creaking Capitalism"	Read: HS pp. 57-100
3	Tu-4-Sep	"A Life of Our Own" – part 1	Read: HS pp. 101-142 Prepare: Reflection #2
4	Th-6-Sep	Reflection #2 Due "A Life of Our Own" – part 2	Read: HS pp. 143-254 Prepare: Thesis Statement
5	Tu-11-Sep	Thesis Statement Due "Towards a Decent Society"	Prepare: Essay #1
6	Th-13-Sep	Essay #1 Due Lessons from Handy	
7	Tu-18-Sep	"Remains of the Day" – part 1	Enjoy this surprise lack of assignment!
8	Th-20-Sep	"Remains of the Day" – part 2	Read: Servant Leadership e-handouts Prepare: Reflection #3
	Tu-25-Sep	CARITAS & VERITAS	
9	Th-27-Sep	Servant Leadership Bring thoughts on Reflection #3	Read: WSID Stories 20-35
9	Tu-2-Oct	Reflection #3 Due "Temptations vs. Aspirations," "Destination vs. Journey," and "Know Thyself"	Read: WSID Introduction and Stories 1-19 Prepare: Reflection #4
10	Th-4-Oct	Reflection #4 Due "That Sense of 'Rightness'" and "In Another Class"	Read: WSID Stories 36-57
11	Tu-9-Oct	"Changes of Scenery," "Relationships and Family," and "The Appropriate Time Frame"	Prepare: Reflection #5 Prepare: Thesis Statement
12	Th-11-Oct	"The First \$20 Million Is Always the Hardest" Thesis Statement Due by email Reflection 5 due in Blackboard	Prepare Reflection# 6 (Draft Resume)
13	Tu-16-Oct	"The First \$20 Million Is Always the Hardest" Draft Resume Due in Blackboard Reflection #6a (Resume) due.	Prepare Essay #2 (Bronson)
14	Th-18-Oct	Guest Grace Whiting covers Resume Preparation.	Continue Essay #2

	Date	Topics and Assignments due before class	Assignment to do after class
15	Tu-23-Oct	Essay #2 Due Lessons from Bronson	Read: LE(OHW) pp. 1-20
16	Th-25-Oct	<i>“Introduction”</i> and <i>“Work and Man”</i>	Read: LE(OHW) pp. 21-47
17	Tu-30-Oct	<i>“Conflict Between Labor and Capital in the Present Phase of History”</i> and <i>“Rights of Workers”</i> Reflection 6b – Revised Resume due	Read: LE(OHW) pp. 48-59
18	Th-1-Nov	<i>“Elements for a Spirituality of Work”</i>	Read: HC Prologue and Introduction pp. 1-21 Prepare: Essay #3
19	Tu-6-Nov	<i>Human Condition – part 1</i>	Prepare: Essay #3 continued
19b	Wed-7-Nov	Essay #3 Due at Noon	Get a head start on HC reading
20	Th-8-Nov	Lessons from Pope John Paul II	Read: HC Chapters 3 & 4 pp. 79-174. Prepare Discussion Notes
21	Tu-13-Nov	<i>Human Condition – part 2</i> Bring notes for pages 79-174 to class	Read: HC Chapter 5 pp. 175-247 Reflection #7 Cancelled
22	Th-15-Nov	Reflection #7 Cancelled <i>Human Condition – part 3</i> Bring notes for pages 175-247 to class	Prepare: Thesis Statement and Outline
23	Tu-20-Nov	Thesis Statement and Outline Due <i>“Technology and Knowledge”</i>	Read: TS pp. 1-98 Prepare: Term Paper
	Th-22-Nov	THANKSGIVING	Read: TS pp. 99-197 Prepare: Term Paper
24	Tu-27-Nov	<i>The Shallows – part 1</i>	Read: TS pp. 198-252 Prepare: Reflection #8
25	Th-29-Nov	Term Paper Due <i>The Shallows – part 2</i> Reflection #8 Due	Prepare: Presentations
26	Tu-4-Dec	In-class Presentations (4 teams max.)	
27	Th-6-Dec	In-class Presentations (4 teams max.)	

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