

DOMINICAN UNIVERSITY

ROSARY COLLEGE OF ARTS & SCIENCES

LAS-377	Making a Buck vs. Making a Difference
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Fall 2013

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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:

- 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? (How do technology and leisure shape our lives?)

- **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: Pope John Paul II, <i>Laborem Exercens (On Human Work)</i> . Free electronic copy available in course site. (no cost)
2.	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)
3.	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)
4.	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

Canvas at Dominica:

Use of Canvas (<https://dominicanu.instructure.com>) is required. All assignments are to be submitted through Canvas.

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 (minimum around 1500 words) 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 optional original research conducted by you. See http://www.millerjw.com/dom/las377/Fall2013/las377_common_assignment_2013.pdf for details.
- 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:

SPECIAL NOTE ON COURSE CALENDAR: THE SCHEDULE FOR NOVEMBER AND DECEMBER WILL BE REVISED AFTER I SELECT AN ADDITIONAL VIDEO THAT WILL BE USED IN THIS CLASS. ASSIGNMENTS FOR NOVEMBER AND DECEMBER WILL ALSO BE REVISED.

In the calendar, the assignments are from the texts (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-27-Aug	Syllabus & Overview Obtain "Canvas" Access	Read: HS Preface and pp. 1-56 Prepare: Reflection #1
2	Th-29-Aug	Reflection #1 Due "A Creaking Capitalism"	Read: HS pp. 57-100
3	Tu-3-Sep	"A Life of Our Own" – part 1	Read: HS pp. 101-142 Prepare: Reflection #2
4	Th-5-Sep	Reflection #2 Due "A Life of Our Own" – part 2	Read: HS pp. 143-254 Prepare: Thesis Statement
5	Tu-10-Sep	Thesis Statement Due "Towards a Decent Society"	Prepare: Essay #1
6	Th-12-Sep	Essay #1 Due Lessons from Handy	
7	Tu-18-Sep	"Remains of the Day" – part 1	Read: Servant Leadership e-handouts
8	Th-19-Sep	"Remains of the Day" – part 2 What do you think about Servant Leadership? Do you know any servant leaders? Are you a servant leader? Especially, in light of what you saw in <i>Remains of the Day</i> , what does it mean to be a "good servant"?	Prepare: Reflection #3 due 9/24. Please, no extensions so I can package your work and make it available to our guest on Wednesday.
8a	Tu-24-Sep	CARITAS & VERITAS – No class today REFLECTION 3 DUE	
9	Th-26-Sep	Servant Leadership – guest K. R. Vishwanath ("Vish")	Read: WSID Stories 1-19
9	Tu-1-Oct	"Temptations vs. Aspirations," "Destination	Read: WSID Introduction and

	Date	Topics and Assignments due before class	Assignment to do after class
		vs. Journey,” and “Know Thyself”	Stories 20-35 Prepare: Reflection #4
10	Th-3-Oct	Reflection #4 Due <i>“That Sense of ‘Rightness’” and</i> <i>“In Another Class”</i>	Read: WSID Stories 36-57
11	Tu-8-Oct	<i>“Changes of Scenery,” “Relationships and</i> <i>Family,” and “The Appropriate Time Frame”</i>	Prepare: Reflection #5 Prepare: Thesis Statement
12	Th-10-Oct	<i>“The First \$20 Million Is Always the Hardest”</i> Thesis Statement Due in Canvas Reflection 5 due in Canvas Preferred due date for Essay #2 Thesis	Prepare Reflection# 6 (Draft Resume)
12a	Saturday-12-Oct	Optional due date for Essay #2 Thesis Statement.	
13	Tu-15-Oct	<i>“The First \$20 Million Is Always the Hardest”</i> Draft Resume Due in Canvas	Prepare Essay #2 (Bronson) Continue work on Resume. No credit for late Resume
14	Th-17-Oct	Guest – Prof McCarthy	Continue Essay #2 Continue work on Resume. No credit for late Resume
14a	Sunday-20-Oct	Essay #2 Due	Submit as soon as you can so that essays can be graded before Tuesday’s class.
15	Tu-22-Oct	Short Discussion	Read: LE(OHW) pp. 1-20. Page numbers refer to Electronic Version in Canvas Continue work on Resume. No credit for late Resume
16	Th-24-Oct	Lessons from Bronson and “The First \$20 Million”	Read: LE(OHW) pp. 21-47 Continue work on Resume. No credit for late Resume
17	Tu-29-Oct	<i>“Introduction” and “Work and Man”</i> Reflection 6 – Resume due	Read: LE(OHW) pp. 48-59
18	Th-31-Oct	<i>“Conflict Between Labor and Capital in the</i> <i>Present Phase of History” and “Rights of</i> <i>Workers”</i>	Prepare Thesis for Essay #3
19	Tu-5-Nov	<i>“Elements for a Spirituality of Work”</i> Thesis for Essay #3 due	Pick optional text. Obtain and bring to class. Read TS pp. 1-98 to reduce workload next week.

	Date	Topics and Assignments due before class	Assignment to do after class
20	Th-7-Nov	Lessons from Pope John Paul II. Discuss progress on Essay #3, discuss Term Paper Assignment, and meet in groups	Prepare Essay #3
21	Tu-12-Nov	Grace Whiting – Job Hunting Tips and resume reviews. Essay #3 due	Prepare: Term Paper Thesis Statement and Outline Read: TS pp. 1-98
22	Th-14-Nov	<i>“Technology and Knowledge” The Shallows – part 1</i>	Read: TS pp. 99-197
23	Tu-19-Nov	Thesis Statement and Outline Due Work in groups – prepare presentations Guest Speaker – Dominican Graduate Merak Metz	Read: TS pp. 198-252 Prepare: Term Paper
24	Th-21-Nov	<i>The Shallows – part 2</i> Reflection #8 (cancelled)	Prepare Term Paper
25	Tu-26-Nov	5% bonus for Term Paper	Prepare: Presentations
	Th-28-Nov	THANKSGIVING	Prepare Term Paper and Presentations
26	Tu-3-Dec	In-class Presentations (4 teams max.) 3% Bonus for Term Paper	
27	Th-5-Dec	In-class Presentations (4 teams max.) Term Paper Due 2% Bonus	
28	Tu-10-Dec	Term Paper Due	

Last updated: 25 February 2013