

Theology 3305

Moral Theology of the Marketplace

Spring 2016

M/R 09:05-10:30am | SJH 206 [CRN: 10292]

M/R 12:15-01:40pm | SJH 213 [CRN: 10787]

Ethics has come to be viewed with a *certain scornful derision*. It is seen as *counterproductive*, too human, because it makes money and power relative. It is felt to be a *threat*, since it condemns the manipulation and debasement of the person. In effect, ethics leads to a God who calls for a committed response which is outside the categories of the marketplace. When these latter are absolutized, God can only be seen as uncontrollable, unmanageable, even dangerous, since he calls human beings to their full realization and to freedom from all forms of enslavement. ***Ethics – a non-ideological ethics – would make it possible to bring about balance and a more humane social order.*** With this in mind, I encourage financial experts and political leaders to ponder the words of one of the sages of antiquity: “Not to share one’s wealth with the poor is to steal from them and to take away their livelihood. It is not our own goods which we hold, but theirs”. – “*Evangelii Gaudium*,” Pope Francis 13.XI.2013



This syllabus serves as the contract between the instructor and the student for the duration of the Spring 2016 semester. It contains all the necessary important information about Theology 3305, including the particular requirements for the course, required reading and assignments, and a course calendar. Copies of this can be obtained easily by navigating to: <http://facpub.stjohns.edu/~flanagap/3305/syllabus.pdf> or accessing the one published on the course's website on Blackboard (via SJU Central or <http://bbprod.stjohns.edu>).

THE FLOW OF THE COURSE

This course considers the *moral theology of the marketplace*. It presumes students have little to no background in moral theology so spends considerable time *frontloading* the course with concepts integral to the study of moral theology. It then challenges the student to apply these concepts to the corporate world. As the semester progresses, students are introduced to Roman Catholic Social Teaching (RCST). Students then use the lens of RCST through a critical reading of United States Conference of Catholic Bishops' *Economic Justice for All* to critique contemporary business practices in an effort to offer a theologically informed response to particular pressing economic issues in the wider global village. It seeks to answer the following questions:

- What are the poignant moral issues that have emerged in the marketplace?
- What have been the common responses to these moral issues?
- How successful have certain people, organizations, government authorities, and businesses themselves have in promoting moral corporations?
- What is moral theology *vis-à-vis* morality and ethics? How does it manifest itself in the economic sphere of life?
- Does the Roman Catholic Church, more specifically its social teachings, have an impact on the economy, the corporation, and workers?



SJU 2015-2017 COURSE BULLETIN DESCRIPTION

An exploration and analysis of moral decision-making as it applies to the world of business.

- [St. John's University Undergraduate Bulletin, 2015-2017](#)

A REQUIRED THEOLOGY COURSE | SJU-A "CATHOLIC" UNIVERSITY

As a required course in the St. John's University curriculum, this course adheres to the [University Mission Statement's](#) identification of St. John's as a Catholic university. As the [Mission Statement](#) explains, St. John's was....

founded (by the [Vincentian community of priests and brothers](#)) in 1870 in response to an invitation of the first bishop of Brooklyn, [John Loughlin](#), to provide the youth of the city with an intellectual and moral



education. We embrace the Judeo-Christian ideals of respect for the rights and dignity of every person and each individual's responsibility for the world in which we live. We commit ourselves to create a climate patterned on the life and teaching of Jesus Christ as embodied in the traditions and practices of the [Roman Catholic Church](#). Our [university] community, which comprises members of many faiths, strives for an openness which is "[wholly directed to all that is true, all that deserves respect, all that is honest, pure, admirable, decent, virtuous, or worthy of praise](#)"



([Philippians 4:8](#)). Thus, the university is a place where the church reflects upon itself and the world as it engages in dialogue with other religious traditions.

Thus, while this course will be taught from a Roman Catholic perspective, it *will not presuppose* that students themselves are Christian, or that students are even that familiar with Christianity, outside courses taken at the 1000 and 2000 level. As a university course under the auspices of the [Department of Theology and Religious Studies](#), this course is distinct from religious education courses offered in church settings. In the words of the [Mission Statement](#), St. John's University is committed "to academic excellence and the pursuit of wisdom which flows from free inquiry, religious values, and human experience."



A "3000" LEVEL COURSE: AN INTEGRATIVE ONE

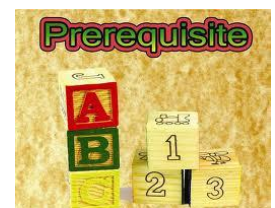
This course, THEO 3305, is (obviously) a 3000 level course that fulfills the final requirement of St. John's University's distributed core. As a prerequisite to this 3000 level course, students at St. John's University are required to take 1000C: Perspectives in Christianity: A Catholic Approach as the first part of the core curriculum and another course from the 2000 level. This 3000 level is a capstone course which builds upon competencies and knowledge bases mastered at the other levels and, ideally, "bringing the (all) the pieces together." It is presumed at this 3000

level course that students should be able to integrate and critically evaluate the cache of learned material from the 1000C and 2000 level courses. To that end, fundamental material that is part of the previous courses will not be taught and student may need to revisit and review that material on their own.



PREREQUISITES FOR THEOLOGY 3305

There are two (2) prerequisites for Theology 3305: Moral Theology of the Marketplace. All students must have taken Theology 1000C/1050C: Perspectives in Christianity: A Catholic Approach which all St. John's University students must take regardless of religious affiliation. Additionally, Theology 3305 is restricted to Tobin College of Business juniors and seniors, or with permission of the professor.



COURSE OBJECTIVES: KEY TO SUCCESS

At the conclusion of this course, students will demonstrate the following competencies and knowledge bases and be able to:

1. *Develop* a global appreciation for the marketplace through a study of the more recent economic challenges that have transformed the world's economy.
2. *Define* moral theology; *name* the tasks of the moral theologian; and, *describe* the import of Judeo-Christian scriptures in the formulation of moral theology, particularly in light of the Roman Catholic socio-economic tradition.
3. *Articulate* the various approaches to economic decision-making, with special deference to the benchmarks Roman Catholic theology offers.
4. *Analyze* some of the basic moral concepts and principles that serve, in part, as a kind of infrastructure of moral decision-making in the marketplace.
5. *Apply* various insights and principles from the Roman Catholic tradition and contemporary scholarship to specific contemporary economic issues, specifically through a critical reading of a contemporary commemorative text on *Economic Justice for All*.



INSTRUCTOR INFORMATION



Professor: **Patrick Flanagan, C.M., Ph.D.**
 Office: **Theology Faculty Offices B20 cubicle 04, St. John Hall (lower level)**
 Hours: **Mondays & Thursdays 03:00 – 04:30 pm**
 Phone: **718-990-5432 (vox) 718-990-6534 (fax) 917-830-3550 (mob)**
 Skype: **Patrick.Flanagan** Google: **PatrickFlanagan**
 E-mail: **flanagap@stjohns.edu** Twitter: **@GothamEthicsDoc**
 Crowdsourcing Learning Group: "THE_3305_S16" on GroupMe.

https://app.groupme.com/join_group/19168295/dGHhNi. If you have a question/concern/issue, it would be best if you posted it there for one of your classmates or me to answer.

All email correspondence to the professor (or writing fellow) should be transmitted ideally via the course site on St. John's University Blackboard platform [<http://bbprod.stjohns.edu>] and composed in proper English, with a salutation and closing (e.g., "Dear Patrick or other" and "Best, Aleksandr"). Otherwise without proper addressing, I will presume that the email is spam, for a large cache of people and does not need my personal attention. Additionally, no "cyberspeak" (e.g., "lol," "omg," "smh" or "imho") will be accepted or receive a response. Many of you will be professionals in the corporate community and some accountable for people's lives and economic well-being. There can be no hedging on proper communication.

Email originating from other ISPs, no matter how carefully identified, will not be accepted. Everyone receives a multitude of emails daily. It is helpful to establish early on a pattern that both assist your reader and you in organization and prioritization of emails. All communication to the instructor should include a trustable Subject Line that indicates last name and project/paper being submitted reason for writing. Any emails that do not have this proper heading will be ignored and subsequently deleted. For example:



Flanagan | Question about Exam or Flanagan | Unclear About Assignment



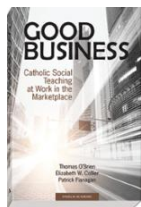
If you are sending an email directly from the course site on Blackboard, there is no need to include your last name in the subject line, only the reason for your writing. An example of this is:

THE-3305-0-10787-201610: Query about Assignment for Class 03

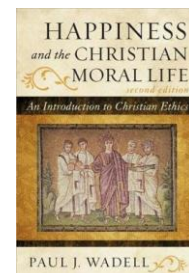
Blackboard Students can be assured of a response within forty-eight (48) hours. Before contacting the instructor, it would be important and rather prudent that (a) student(s) is/are clear that the syllabus or the course page on St. John's Blackboard does not contain the answer(s) needed. It would also be helpful if students were to use the message board regularly on the course page on St. John's Blackboard for questions, comments, concerns.

CLASS TEXTS

Throughout the term various kinds of “texts” and media are used. The first part of the course will involve an intensive investigation into the nature and method of moral theology. Subsequently, application of moral theological principles will be applied to certain tenuous marketplace areas. The course textbooks are:



O'Brien, Thomas, Elizabeth W. Collier, and Patrick Flanagan. Good Business: Catholic Social Teaching at Work in the Marketplace. Winona, MN: Anselm Academic Press, 2014. [ISBN: 978-1-59982-169-6]. For more information, see: <http://www.anselmacademic.org/ItemDetail.cfm?ItemNum=7059>.



Wadell, Paul J. Happiness and the Christian Moral Life: An Introduction to Christian Ethics. Lanham, MD: Rowman & Littlefield, 2012. [ISBN: 978-1-4422-0973-2]

A virtual copy is available through [Google books](#).

There are five (5) copies of each of the course textbooks available for in-Library use at SJU's library in St. Augustine Hall. *The readings are the core of the content for this class, and the class periods are where important learning activities occur. Both are essential to the success of your learning experience.* The presumption throughout the course is that *students are critically reading the assigned materials in a timely fashion.* Each person in the class will be expected to prepare readings so that he or she will be able to contribute to the discussions and class activities. One key way to demonstrate your preparation is to take notes for the texts that you have read for the week. In addition, class notes, handouts, articles on reserve, links to Websites, and embedded audio-visual “texts” such as films, and various web sites will be available on the course Blackboard site. Websites may be noted in the semester schedule handout, and students are responsible for accessing and reading these. *Each student will be expected to attend to the aforementioned “texts” to discuss well the issue questions raised in each week's class.*

COURSE REQUIREMENTS & ASSESSMENT METHODS

Theology 3305: Spring 2016

Active Participation	00%
Reading Response/Reaction Postings [18 due <i>before</i> each class]	20%
Examinations [Two (2) x 25%: 03.10 & May]	50%
Semester Paper & TED Presentation [due 04.25]	25%
Midsemester & Final Course Evaluations [due 03.10 & 05.02]	05%

[St. John's University Faculty Expectation Guide](#)

ACTIVE & WELL-PREPARED PARTICIPATION (00%)



Regular and prompt attendance is expected of all students and is an individual student's responsibility. Absence from class does not excuse a student from work missed. There is no penalty for absence from class considered in itself. Students are, however, responsible for all announced exams and for submitting, all assignments given in class at the proper time. Ignorance of such exams and assignments is not an acceptable excuse for failure to complete them. Individual faculty members have discretionary power to determine whether a student who missed an announced exam is to be given a make-up examination.

- [St. John's University Undergraduate Bulletin, 2015-2017](#)

Why Participate: The Rationale for class participation

Learning is not merely a matter of receiving information. It is a matter of experiencing, understanding, judging, deciding and acting. Listening to class lectures and presentations by fellow students is only part of the learning process!



What is expected of students

Active class participation is *desired* and *welcomed*. Students are expected to attend class regularly, arrive on time, and remain for the duration of the class. Classroom dynamics generally include some lecture and discussion based on texts that have been read prior to the class meeting. Timely, close reading of the course material is a *sine qua non*. The professor will lecture and engage students on various points of the material in each section, but the student is responsible for familiarity with all the material in each section. Preparation for in-class discussions will, at times, require brief homework assignments. *Students absent from any given class are responsible for material covered as well as in-class assignments.*



How attendance plays itself into the final grade

While classroom attendance is neither mandatory nor a factor in the final grade, a student who misses classes and/or crams for tests tends to do less well than expected. Since lateness is disruptive to the class and to the professor, it is expected that lateness will be *the exception* rather than the rule. The professor *will take attendance* for name/face recognition and own records, as mandated by New York state. *Participation constitutes 00% of the final course grade.*



TWENTY [20] READING RESPONSE/REACTION POSTINGS [20%]

Classroom discussion centers on the assigned course readings for a given class. In order to ensure quality conversations in a class period and maximize engagement with the text, a student is required to post on BlackBoard a response to a writing prompt or analysis to a case study *before the class begins*. There are twenty (20) postings available. Students will be required to post eighteen (18). An additional one may be posted to drop the lowest grade of the eighteen (18), but *no additional* or "*extra credit*" is awarded in this course.

Quality of Postings

It should be clear that the student in her/his posting has referenced the text at least three (3) times either by a reference or citation. The goal of the writing prompts and cases analyses is to provide a forum for students to grapple with pressing questions from the marketplace in light of moral theology.

Graded Postings.

Students can expect their graded reaction/response postings one class after submitting them. These grades will appear in the "My Grades" tab on the course site of the university's Blackboard platform.

Reaction/response postings constitute 20% of the final course grade.

Late Postings.

The corporate world is competitive. Being late can "cost" a company a significant amount of money no less its reputation. This course seeks to model the business environment. No late postings will be accepted. The discussion board on Blackboard will close at 01:50 pm on the day an assignment is due.

TWO EXAMINATIONS [02 x 25% = 50%]

TWO EXAMINATIONS**MIDTERM EXAM** [03.10 R] **25%****MIDTERM MAKEUP**
THURSDAY 17 MARCH 2016 – 6:00 AM**FINAL EXAM** [FINALS' WEEK] **25%****(NO IN-CLASS RETAKE**
ONLY SJU WIDE MAY 2016)**Why take tests? The rationale for examinations**

In education and in the professions, performance assessments provide objective measures of one's success in achieving personal goals and organizational objectives. As tools for outcomes assessment, examinations provide a means of testing mastery of course-specific content and of discipline-specific critical thinking skills.

During the course of the term there are **two (2)** in class examinations. The dates for the "midterm" and "final" exams are **Thursday 10 March 2016** and **during Finals' Week in May 2016**. The questions are typical and include

short objective type questions and answers (multiple-choice, matching, true/false, fill-in, one sentence answers), and generally a choice of short essays. Material covered in the readings and in class will comprise the composite of the exams. Previous exams for this course can be found on the BlackBoard course site.

A word about make-ups....

A make-up is given when a student misses a test with good reasons and with documentation. A make-up is also given to students who, in their estimation, did not do as well as they wanted to do. If a student chooses to take a make-up exam, it is the same exam "restructured," but essentially the same material, in different order. For the student who took the exam once already, the grade on the makeup exam is averaged with the original exam. That average grade becomes the final grade for the exam. The make-up for the Spring 2016 Midterm is:

Thursday 17 March 2016 at 6:00 am in the regular classroom

There is no makeup, *per se*, for the final exam, but if a student misses the December exam, they can apply to their respective dean's office, pay the \$85. fee, and take the exam in **May 2016**. *Tests constitute 50% of the final course grade.*

Examination results.

Students can expect their graded exams returned to them a week after taking them. The graded Midterm exam will be returned on *Monday 14 March 2016* (makeup exam results *Monday 21 March 2016*). The final exam will be not returned, but will be available for review or a copy of results can be mailed to a student if a postage paid envelope is provided the instructor.

**SEMESTER ANALYSIS PAPER & TED PRESENTATIONS (25%)**

The last three classes of the semester will be devoted to student research presentations. First, each student is required to post a 900-1000 word essay on a response, grounded in moral theology, to a pressing moral issue in the contemporary marketplace (250 reality, 500 analysis, 250 strategic direction for resolution). Then, using the same style of presentation as the popular TED Talks, speak on the key points of the analysis paper for no more than five (5) minutes in front of classmates and instructor. The readings, class

discussion, writing prompts, and case analysis should offer students ample opportunity for possible creative topics (e.g., fair trade, environment, just wage, unions, integrity, diversity, trust, supplier relations, cybersecurity, technology abuse, etc.). Your paper should be uploaded to BlackBoard by class time on April 25th and all students should be ready to present for no more than five minutes (5) by same deadline.



MIDSEMESTER & FINAL EVALUATIONS [05%]

Providing students an opportunity to evaluate the course at mid-semester and at its conclusion is critical to sustaining an engaging educational process. It provides the instructor an opportunity to structure future courses or, in the case of the mid-semester evaluation, to rethink some of the requirements and engaging activities going forward. As part of the requirements of the course, students will be required to complete *completely anonymous* evaluations both at midterm and at the end of the course. The midterm evaluation will be a simple yet important set of three questions: “What would you like the Professor to “STOP” doing? What would you like the Professor to “START” doing? And “What would you like the Professor to “CONTINUE” doing?” It will be due on March 10th at 11:59 pm and can be accessed through the “Survey” tab on the course site on the university’s [BlackBoard platform](#). The final evaluation will be the standard prescribed university evaluation distributed via email. In both instances, the honor system will be in force as the professor has no way of “checking” who completed the survey and who did not.

DETAILS ON WRITING ASSIGNMENTS

Research and the effective communication of the outcomes of that research constitute essential components of higher education. Likewise, effective research and written communications are skills that have clear and direct relevance for careers in many fields.



MECHANICAL MISTAKES

Your written work is to be *free from errors in spelling, grammar, and mechanics*. Carelessness rather than misunderstanding is more often the source of errors and distracts the reader from the content and presentation of your argument. The presence of more than ten (10) errors in any written assignment will result in the reduction of the grade by one fraction of a grade (e.g. A+ reduced to A, B- reduced to C+, etc.). The presence of more than twenty-five (25) errors in any written assignment will result in the reduction of the grade by two fractions of a grade. The presence of more than fifty (50) errors will result in an “F” on the assignment.

PROMOTING ACADEMIC HONOR: AVOIDING PLAGIARISM

Work can be difficult and time consuming, but taking the “easy way out” by cheating, engaging in academic misconduct and/or plagiarizing others’ work is simply unacceptable. What constitutes plagiarism? When the student uses someone else’s **words** or **ideas** without noting that you are doing so. Plagiarism can be avoided by giving proper credit to a source. In the end, plagiarism is as easy to detect as it is to perpetuate. At a minimum, violations of the Academic Honesty Policy will result in lowering of grade, assignment of an “F”, or the refusal to accept work product. At most, violations can result in the expulsion of the student from St. John’s. Students are expected to abide by these standards of St. John’s University’s Academic Honesty Policy. All university policies regarding various forms of academic dishonesty as stated in the current [Undergraduate Studies Catalog](#) are in effect in this class. Violations will be pursued *vigorously* according to University policy.

The *Academic Honor Code*, adopted by the University Community and Student Government, Inc., in April 2003 reads as follows:

St. John's University is a diverse community of teachers and scholars committed to the principles of truth, love, respect, opportunity, excellence and service. Members of the St. John's University community strive to create an atmosphere which embodies the University's Vincentian mission. Students and faculty commit themselves to the pursuit of wisdom and academic excellence, while fostering a responsibility of serving others. As members of this community, students are expected to maintain the principles of compassion and the values of honesty and academic integrity.



University community strive to create an atmosphere which embodies the University's Vincentian mission. Students and faculty commit themselves to the pursuit of wisdom and academic excellence, while fostering a responsibility of serving others. As members of this community, students are expected to maintain the principles of compassion and the values of honesty and academic integrity.

In accordance with this pledge, students acknowledge their commitment to the values and principles of the mission of St. John's University.

1. I will not tolerate or participate in any form of academic fraud by cheating, lying or stealing, nor will I accept the actions of those who choose to violate this code.
2. I will conduct myself both honorably and responsibly in all my activities as a St. John's University student, both academically and non-academically.

PROFESSIONAL ASSISTANCE

Learning at St. John's University presupposes an ongoing dialogue between professors and students. Professors should not merely be sought after when trouble or difficulty arises. Students are encouraged to take advantage of office hours, time before and after class, and emailing to clarify *any* questions that you have about the class, its relevance to one's learning, and one's own participation. St. John's University also offers a variety of educational assistance programs that help students flourish. "The [University's Division of Academic Support Services](#) provides students with a variety of services to assist them in achieving academic and personal success." The [University Learning Support Services](#) "offers numerous aids to successful learning" including tutoring, critical thinking skills workshops, reading workshops, and supplemental instruction. [The Writing Center](#) has a "trained staff of 'writing counselors' that work with university students.



STUDENTS WITH DISABILITIES

St. John's University has a commitment to providing [Services for Students with Disabilities](#). If a student has a disability that may affect performance, please see the professor within the first week of class to arrange for assistance. See the [Undergraduate Studies Catalog](#), p. 21, for specific policies and guidelines for accessing learning for persons with disabilities. Also see the [2015-2017 Student Handbook](#), specifically the [Services for Students with Disabilities](#) section.

STUDENT ATHLETES

St. John's University's athletic department is committed to academic excellence. The professor will work closely with any student athlete and the athletic department's academic advisor to ensure successful completion of the course. It would be helpful early on if a student athlete presented her/himself and their challenges, particularly schedules.





SCHEDULE OF COURSE TOPICS & READING ASSIGNMENTS: SPRING 2016

Class	Date	Topic	Assignment (due PRIOR to class.)
01	01.21	Introduction to Course	□ <i>Read:</i> Course Syllabus
02	01.25	Snow Day	<i>University Closed – No Classes</i> 01.27: Last Day to Add/Drop Classes
03	01.28	Contemporary Ethical Issues & Traditional Ways of Resolving Moral Concerns of Global Economic Community	□ <i>Read:</i> <u>Good Business</u> , pp. 09-20 □ <i>Post (200-300 words) Response to Writing Prompt:</i> Identify a contemporary ethical problem in the marketplace and trace back to one of these traditional ways how it was resolved. Evaluate.
		09:05 Class Only (Classes 04, 05, 06, & 02.10)	09:05 Class Only (Classes 04, 05, 06, & 02.10)
04	02.01	Happiness & Goodness: Foundations of the Moral Life	□ <i>Read:</i> <u>Happiness & Moral Life</u> , pp. 1-22 □ <i>Post (200-300 words) Response to Writing Prompt:</i> If the moral life is about happiness, why are so many people in the marketplace unhappy? Are they misguided in their morality? Or, is it dependent on whose happiness a person subscribes?
05	02.04	Friendship & Community: Critical Factors in Moral Formation	□ <i>Read:</i> <u>Happiness & Moral Life</u> , pp. 23-46 □ <i>Post (200-300 words) Response to Writing Prompt:</i> Identify a contemporary or historical corporate friendship that demonstrates the true possibility of friendship in a highly competitive capitalist economy?
06	02.8	Virtue, Habit, & Character	□ <i>Read:</i> <u>Happiness & Moral Life</u> , pp. 47-74 □ <i>Post Response to Writing Prompt:</i> What virtue(s) are needed most in the marketplace? What evidence can you offer for the need? Why these?
XX	02.10 WED	No Class	<i>No Scheduled Class Meeting – Allotted Time for working on Semester Paper/TED Presentation</i>
		12:15 Class Only	12:15 Class Only

		(02.01 & Classes 04, 05, 06)	(02.01 & Classes 04, 05, 06)
XX	02.01	No Class	<i>No Scheduled Class Meeting – Allotted Time for working on Semester Paper/TED Presentation</i>
04	02.04	Happiness & Goodness: Foundations of the Moral Life	<input type="checkbox"/> <i>Read: <u>Happiness & Moral Life</u>, pp. 1-22</i> <input type="checkbox"/> <i>Post (200-300 words) Response to Writing Prompt:</i> If the moral life is about happiness, why are so many people in the marketplace unhappy? Are they misguided in their morality? Or, is it dependent on whose happiness a person subscribes?
05	02.08	Friendship & Community: Critical Factors in Moral Formation	<input type="checkbox"/> <i>Read: <u>Happiness & Moral Life</u>, pp. 23-46</i> <input type="checkbox"/> <i>Post (200-300 words) Response to Writing Prompt:</i> Identify a contemporary or historical corporate friendship that demonstrates the true possibility of friendship in a highly competitive capitalist economy? 02.09: Last Day to Drop a Class (without a transcript notation)
06	02.10 WED	Virtue, Habit, & Character	<input type="checkbox"/> <i>Read: <u>Happiness & Moral Life</u>, pp. 47-74</i> <input type="checkbox"/> <i>Post Response to Writing Prompt:</i> What virtue(s) are needed most in the marketplace? What evidence can you offer for the need? Why these? 02.10: Withdrawal Period Begins
		Both Going Forward to 05.02	Both Sections Going Forward to May 02
07	02.11	Theological Anthropology: <i>Imago Dei</i>	<input type="checkbox"/> <i>Read: <u>Happiness & Moral Life</u>, pp. 105-128</i> <input type="checkbox"/> <i>Post (200-300 words) Response to Writing Prompt:</i> How does one reflect the “imago Dei” in an increasingly sanitized (from religion) environment – whatever religious tradition an employee or leader might be? In other words, how can people respect the dignity in others w/o the ecclesial basis or is something sacrificed in not having a grounding?
XX	02.15	Presidents’ Day	<i>University Closed – No Classes</i>
08	02.18	Freedom & The Moral Life	<input type="checkbox"/> <i>Read: <u>Happiness & Moral Life</u>, pp. 129-150</i> <input type="checkbox"/> <i>Post (200-300 words) Response to Writing Prompt:</i> Can a Christian be a libertarian? Offer a clear example.
XX	02.22	Spring Break	<i>University Closed – No Classes</i>

XX	02.25	Spring Break	<i>University Closed – No Classes</i>
09	02.29	Violating Freedom	<input type="checkbox"/> <i>Read: <u>Happiness & Moral Life</u>, pp. 151-170</i> <input type="checkbox"/> <i>Post (200-300 words) Response to Writing Prompt:</i> Are businesspeople truly focused on doing good or merely staying out of trouble? Illustrate by recent examples from the marketplace.
10	03.03	Narrative & Moral Life	<input type="checkbox"/> <i>Read: <u>Happiness & Moral Life</u>, pp. 75-104</i> <input type="checkbox"/> <i>Post (200-300 words) Response to Writing Prompt:</i> Does a corporation's mission statement have any significant impact on its moral culture or is it merely a framed set of sentences on a wall?
11	03.07	Conscience & Prudence	<input type="checkbox"/> <i>Read: <u>Happiness & Moral Life</u>, pp. 171-200</i> <input type="checkbox"/> <i>Post (200-300 words) Response to Writing Prompt:</i> How do you explain the rampant crime, abuse, and scandal of the marketplace? Don't corporate leaders and businesspeople have consciences?
12	03.10	Midterm Examination	<i>Midterm Examination [20% of final grade]</i> 03.10: Midsemester Evaluation Due (2.5%) 03.12: Mid-Term Grades Posted
13	03.14	Love	<input type="checkbox"/> <i>Read: <u>Happiness & Moral Life</u>, pp. 201-224</i> <input type="checkbox"/> <i>Post (200-300 words) Response to Writing Prompt:</i> Do corporations and businesses corrupt an understanding of love to promote their products and services? Offer examples from the marketplace that either support or challenge this.
14	03.17	Justice	<input type="checkbox"/> <i>Read: <u>Happiness & Moral Life</u>, pp. 225-250</i> <input type="checkbox"/> <i>Post (200-300 words) Response to Writing Prompt:</i> Are corporations and business' regard for human rights, environment issues, and poverty concerns authentic or based on a false appreciation of justice? Offer examples from the marketplace that either support or challenge this.
15	03.21	Human Dignity in a Technological Age	<input type="checkbox"/> <i>Read: <u>Good Business</u>, pp. 33-60</i> <input type="checkbox"/> <i>Post: Answers Questions from one (1) of the cases at the end of the chapter (please be sure to indicate which case you are analyzing).</i>
XX	03.24	Holy Thursday	<i>University Closed – No Classes</i>

XX	03.28	Easter Monday	<i>University Closed – No Classes</i>
16	03.31	The Common Good and Corporate Governance	<input type="checkbox"/> <i>Read: <u>Good Business</u>, pp. 61-86</i> <input type="checkbox"/> <i>Post: Answers Questions from one (1) of the cases at the end of the chapter (please be sure to indicate which case you are analyzing).</i>
17	04.04	Stewardship and the Educated Consumer	<input type="checkbox"/> <i>Read: <u>Good Business</u>, pp. 87-113</i> <input type="checkbox"/> <i>Post: Answers Questions from one (1) of the cases at the end of the chapter (please be sure to indicate which case you are analyzing).</i> 04.06: Last Day to Withdraw from a Class or Apply for Pass/Fail Option
18	04.07	In Search of a Capitalist Option for the Poor	<input type="checkbox"/> <i>Read: <u>Good Business</u>, pp. 115-140</i> <input type="checkbox"/> <i>Post: Answers Questions from one (1) of the cases at the end of the chapter (please be sure to indicate which case you are analyzing).</i>
19	04.11	And Justice for All, Not Just the 1 Percent	<input type="checkbox"/> <i>Read: <u>Good Business</u>, pp. 141-174</i> <input type="checkbox"/> <i>Post: Answers Questions from one (1) of the cases at the end of the chapter (please be sure to indicate which case you are analyzing).</i>
20	04.14	Subsidiarity in the Midst of Globalization	<input type="checkbox"/> <i>Read: <u>Good Business</u>, pp. 175-202</i> <input type="checkbox"/> <i>Post: Answers Questions from one (1) of the cases at the end of the chapter (please be sure to indicate which case you are analyzing).</i>
21	04.18	The Challenge of Solidarity in a Competitive Business Environment	<input type="checkbox"/> <i>Read: <u>Good Business</u>, pp. 203-230</i> <input type="checkbox"/> <i>Post: Answers Questions from one (1) of the cases at the end of the chapter (please be sure to indicate which case you are analyzing).</i>
22	04.21	Weighing Rights against Responsibilities	<input type="checkbox"/> <i>Read: <u>Good Business</u>, pp. 231-259</i> <input type="checkbox"/> <i>Post: Answers Questions from one (1) of the cases at the end of the chapter (please be sure to indicate which case you are analyzing).</i>
23	04.25	Student Presentations	<input type="checkbox"/> <i>Post: 900-1000 word semester analysis paper</i> TED Presentations (20%)
24	04.28	Student Presentations	TED Presentations (20%)

25	05.02	Student Presentations	TED Presentations (20%)
			05.02: University Course Evaluation Due (2.5%)
XX	05.05	Solemnity of the Ascension of Jesus Christ	University Closed – No Classes
			05.03 & 05.04: University Study/Snow Days
26	05.12	Final Examination	Final Examination: Regular Classroom [25% of final grade]
		09:05-11:05 12:15-01:40	Mid-May 2016: Make-up Exams for Spring 2016

Academic Calendar

Spring 2016

Jan 18	(M)	Martin Luther King, Jr. Day – University Closed
Jan 20	(W)	First Day of Classes
Jan 27	(W)	Last Day to Drop/Add Classes – REVISED
Feb 9	(T)	Last Day to Drop a Class (without a transcript notation)
Feb 10	(W)	Monday Classes Meet
Feb 10	(W)	Withdrawal Period Begins
Feb 15	(M)	Presidents' Day – University Closed – No Classes
Feb 22- 27	(M-S)	Spring Break – No Classes
Mar 12	(S)	Midterm Grades Due
Mar 24-28	(R-M)	Easter Recess – University Closed – No Classes
Apr 6	(W)	Last Day to Withdraw from a Class or Apply for Pass/Fail option
May 2	(M)	Last Day of Instruction
May 3	(T)	Study/Snow Day
May 4	(W)	Study/Snow Day
May 5	(R)	Ascension Thursday – University Closed – No Classes
May 6 - 12	(F-R)	Final Exam Week
May 18-19	(W-R)	Make-up Exams