

**THEOLOGY 306/CATHOLIC STUDIES 340
FALL 2001**

**CHRISTIAN FAITH AND THE MANAGEMENT PROFESSIONS:
AN ENTREPRENEURIAL PERSPECTIVE**

**McNeely 325
T-Th 8:00-9:40**

This course was the recipient of the National Outstanding Course Award from the United States Association for Small Business and Entrepreneurship, 2002.

INSTRUCTORS:

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Please feel free to see either of us about any problems that may occur during the semester, whether class related or not.

OFFICE HOURS:

Naughton: 7-8 T-TH and by appointment. Feel free to stop by my office anytime.
Cornwall: 10-11:30 TWR, and by appointment. Always a good idea to call ahead!

REQUIRED TEXTS: C.S. Lewis, *The Great Divorce*; Packet (various articles); Josef Pieper, *Leisure as the Basis of Culture*; Helen Alford and Michael Naughton *Managing as if Faith Mattered: Christian Social Principles in the Modern Organization*; John Paul II, *Laborem Exercens*.

COURSE DESCRIPTION:

What is a good entrepreneur and how does he or she contribute to the common good? This

course pursues these questions within the Christian social tradition through an exploration of the theological relationship between work as a vocation and leisure as contemplation. Within this theological context, the course examines issues that arise during the start-up and growth of an entrepreneurial venture.

COURSE OBJECTIVES:

1. Through the interdisciplinary engagement of organizational thought and theological resources, students can begin to participate in a powerful integrating experience of liberal and professional education.
2. To understand the theological reasoning behind the Christian tradition's understanding of work and leisure as the basis to faith-filled response to entrepreneurial life.
3. To apply philosophical and theological knowledge to entrepreneurial issues and problems.
4. To engage in dialogue with those of differing opinions in an open, critical, and creative way. "Our purpose in life is indeed 'not to win arguments,' but to be wise. For this latter, we cannot neglect study or prayer, or especially that openness to existence about which we must learn even if we learn nothing else, or even if we learn all else. We must seek out where the important things are taught if the 'seriousness of action' is to be intelligible, however long we may live" (Schall).

COURSE REQUIREMENTS:

- 1) Participation (including questions): 150-200 pts.
- 2) C. S. Lewis Paper: 50 pts.
- 3) Self-Assessment Papers: 125 pts.
- 4) Interview Project Paper: 100 pts.

(Point value for each area is subject to modification.)

PARTICIPATION (Solidarity and Opposition):

Due to the nature of this course, your constructive participation is necessary for the class to be beneficial. We all have something to learn and something to teach, and we can only accomplish this task through attentive listening and constructive participation. There are many different angles that one can perceive the various issues discussed in this class. As Joseph Pieper states: *Anyone who considers dialogue, disputation, debate, to be a fundamental method at truth must already have*

concluded and stated that arriving at truth is an affair that calls for more power than the autarchic individual possesses. He must feel that common effort, perhaps the effort of everybody, is necessary. No one is sufficient unto himself and no one is completely superfluous; each person needs the other; the teacher . . . needs the student.

Your participation grade will be based on the following criteria:

- 1) Attendance: If you are not in class you cannot participate. Absences will hurt your grade (3 pts per class missed). If you miss more than ten classes you will most likely fail. We realize there are legitimate reasons for absences, but unless the absence is because of some major event (such as a death in the family) you lose the points. Please be sure to keep me informed about reasons for your absences. Also, if you walk into class late, it is your responsibility to see me after class to correct your absence status. Your presence is necessary but not a sufficient element for a good participation grade.
- 2) Preparation for class: In the schedule below, each reading assignment has a series of study questions. You are to answer the questions in written form. Periodical throughout the semester (5-10 times) we will *collect* the questions. Each question is worth one point. If you plan not to be in class, be sure to hand in the questions prior to class; otherwise, you lose the points. The daily questions serve as study questions for the exam. If you keep up with the study questions, you will most likely do well on the exam. *Be sure to leave wide margins for class notes next to each question.* Your answers need to be in complete sentences.
- 3) Quality: We know this can be a rather subjective criteria, but well thought out comments backed by information from your readings and research will be evident. Mere opinion does not cut it. You must back your opinions with well-reasoned arguments. This of course implies plurality and academic freedom.

SELF- ASSESSMENT: First Draft

Vocational autobiography, approximately 5 pages (longer if you wish):

- a) Cite and trace the main influences and motives that have shaped your decisions for a career or a profession. Be sure to focus on the question of leisure. How has your conception of leisure influenced your choice for work. The purpose is to encourage some self-reflection so as to see patterns and influences that operate in your life choices. Entrepreneurship students who have taken ENTR 200 should reflect on their self-assessment paper (do this section before reading Hardy).
- b) What are the guidelines or steps of choosing an occupation from a Christian perspective in Hardy--Chapter 3 (one page)?
- c) Compare and contrast a and b (one page).
- d) As a conclusion write a one half page mission statement describing the purpose of your work.

INTERVIEW PROJECT:

We recommend that you do this project in groups of two or three. Individual projects can be approved, but the expectations will be the same as if you did the project with a group (i.e., no slack will be cut, no sympathy given!).

Identify an entrepreneurial venture. This can be an entrepreneurial venture started by an individual or by a start-up team. Drawing on face-to-face interviews, evaluate why the entrepreneur chose this path for his/her work.

- What aspects of the “good entrepreneur” are evident as related to the course materials?
- Which of the virtues we discussed in class do you see evident in the entrepreneur’s work and in how the business is run?
- How does the entrepreneur approach leisure as we’ve discussed it in this class?

Much of the support you will need to complete this project can be found in the readings we discuss in class. The “good entrepreneur” and virtues will be covered primarily in the readings between 10/2 and 11/1. Leisure will be covered in the readings of 9/11-9/25. If you wish to work ahead on this project, make sure to read ahead as well.

Your evaluation should be produced from a number of interviews. We would prefer that you avoid doing the project on your family’s business, school professor, and/or part-time entrepreneurs, but will make exceptions in certain cases (must request our permission for an exception).

SELF- ASSESSMENT: Second Draft

Approximately 5 pages (longer if you wish) revision of the vocational autobiography you wrote earlier in the semester. Don’t just revise and edit what you wrote in the first draft. Make sure to reflect on material covered in class especially the materials on spirituality and liturgy at the end of the course. Also, explicitly tie in reflections on what you learned and observed from the interview project. INCLUDE THE GRADED COPY OF THE FIRST DRAFT WHEN YOU SUBMIT THIS PAPER!!!

EXTRA CREDIT:

Throughout the semester opportunities arise for extra credit assignments such as reporting on special events and speakers. These assignments provide minimal point value. The maximum is 3 points per assignment, with a limit of three assignments. We encourage extra credit, but as a way to raise your grade it is extremely inefficient. If you have limited time, be sure to spend your time on reading the assignments, reviewing for the exam, and writing your papers.

SERVICE PROJECT ALTERNATIVE:

For those who wish to substitute the self-assessment and interview projects as well as work toward fulfilling Bus. 200 see the San Lucas Coffee Cooperative Vision Trip (http://www.stthomas.edu/www/vision_http/GUA.html). See Dr. Naughton for more details.

TENTATIVE SCHEDULE

This **schedule MAY be adjusted** based on how quickly the class progresses and specific interests of you and your classmates. If you miss class please e-mail one of the instructors to check whether or not we have changed the assignment.

**I. Context: Who is the “good” entrepreneur?:
The Unified/Divided Life (Work and Leisure)**

9/6 Outline Course

Entrepreneurship and an Integrated and Balanced Life

9/11 Naughton “Leisure as the Basis of Work”--packet.

- 1) *Where do you see yourself on the work spectrum of job/career/vocation? Where do you see yourself on the leisure spectrum of amusement/instrumental/contemplation? Be sure to explain why you see yourself on this point of the spectrum.*
- 2) *What is the thesis of the article? Focus on the relationship between work and leisure.*
- 3) *Explain in your own words Newman’s distinction and dynamic between education as good and education as useful. Do you view education in instrumental terms? Do you agree with Naughton’s critique on this issue? Why or why not?*

9/13 John Paul II, *Laborem Exercens* Chapters I, II and III.

- 1) *What does John Paul mean by the subjective and objective dimensions of work?*
- 2) *How does John Paul understand the relationship between labor and capital both in terms of its conflict and its resolution?*
- 3) *Describe the “personalist argument.”*

Video: *A Force More Powerful* and *The Millennial Pope*

9/18 Irvin Yalom, “Life in the Balance”

Josef Pieper *Leisure as the Basis of Culture* Chapters I, II and III

- 1) Define leisure according to Pieper.
- 2) Distinguish between ratio and intellectus. Why is this distinction critical in understanding leisure?
- 3) What are some threats to authentic leisure?
- 4) Define Acedia.
- 5) Find illustrations of Pieper's work in Yalom's article (be specific).

9/20 Class meets in downtown Minneapolis at St. Olaf's Catholic Church: John Fontana

9/25 Michael Lewis, "25-7?"

- 1) What is the connection between chapter IV of Pieper and Lewis' article?

Pieper, Chapters IV and V

- 1) How do you deproletarize the worker?
- 2) Describe Pieper's distinction between honorarium and wage?
- 3) Why is divine worship the deepest expression of leisure?
- 4) What does Pieper mean by festival?

Video: *The Personal Side*

9/27 James Andrew Miller, "Journal of an Illness."

Movie The Doctor

10/2 C.S. Lewis, *The Great Divorce*

Assignment Due: Respond to the following questions:

- 1) Which character do you find most intriguing and why (mention characters other than those in question 3)? (½ page)
- 2) Are there experiences in your life that connect with any part of the book (mention characters other than those in question 1 or 3)? (½ page)
- 3) **Integration:** Evaluate Ikey/entrepreneur (Chapts 2 and 6), the academic/Bishop (the man with the gaiters) (Chapts. 2 and 5) and the Artist in light of the course thus far. Use specific ideas from the authors as well as references from the texts we have discussed. (3-4 pages). Be sure to use different ideas of the course for the three different characters. The heart of the assignment lies in this section. *Integrate* the past readings in this section, especially Pieper's *Leisure the Basis of Culture*. Don't merely assert connections between the ideas of the class and Lewis, but explain what they mean according to the authors you use.

Approximately 4-5 pages typed double-spaced (50 pts).

10/4 C.S. Lewis, *The Great Divorce*

10/9 Alford and Naughton *Managing as if Faith Mattered* Chapter 1 “Making Us Whole” **Answer Study Questions at the end of chapter.**

Video: Interview with CEO Goldstone of RJR Nabisco (VH 5260)

10/11 Hardy *The Fabric of This World* “Work Life and Vocational Choice”

Guest Speaker: Sherman Otto, Retired Chief of Police for Maple Grove, MN.

SELF-ASSESSMENT First Draft Due (50 pts.)

II. Rethinking the virtues necessary for the good entrepreneur: Contributions from the Christian Social Tradition

Some background on the history of entrepreneurship and Christianity

Revise this section

10/16 Peter Werhane, “The Entrepreneur” (141-160)

- 1) *What kind of wealth is condemned in the scriptures?*
- 2) *Why has the entrepreneur had such a negative image throughout history?*
- 3) *How was the entrepreneur viewed within classical economics as well as contemporary economists such as Milton Friedman?*
- 4) *What is the correct view of the entrepreneur in the economy, according to the author?*
- 5) *What role does profit play for the entrepreneur?*

Francis Hannafey, “Entrepreneurial Ethics in Modern Roman Catholic Social Teaching” (174-197 and 209-225 and 229-232).

- 1) *What is the overall thesis of this chapter and what evidence does he have to support this thesis?*
- 2) *What is the role of the entrepreneur for Pius XI?*
- 3) *How does John Paul’s understanding of economic initiative differ from more standard understandings of this right?*

Video: *The Cultures of Commerce* (VH 6627)

10/18 Cornwall and Naughton Paper: “The Good Entrepreneur” and “Is Success a Sin” (Packet)

- 1) *Why do entrepreneur scholars measure success the way they do?*
- 2) *What the objective and subjective dimensions of work of the entrepreneur?*
- 3) *What is the problem with the technically competent entrepreneur?*
- 4) *What are the 3 aspects of the good entrepreneur?*

10/23 George Gilder, “The Soul of Silicon” and John Paul II, *Centesimus Annus*, Chapter 4
Assignment:

- 1) *How does Gilder describe the entrepreneur (characteristics, process and role)?*
 - 2) *How does he characterize large corporations?*
 - 3) *How does he reconcile the entrepreneur with church teachings?*
 - 4) *What is the “materialistic superstition”?*
 - 5) *How do Gilder’s views compare with your own?*
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- 1) *Why has knowledge become so critical to wealth creation?*
 - 2) *What are the significant problems of the market economy and where does he place the blame (the market or the culture)?*
 - 3) *What is John Paul’s understanding of profit?*
 - 4) *What does John Paul say to those who are seeking new markets?*
 - 5) *Besides the above questions, what did you find most striking, interesting or confusing about this reading?*

10/25 DeSouza, *The Virtue of Prosperity* Chapter 10

Video: Affluenza

10/30 Alford and Naughton, *Managing as if Faith Mattered* Chapter 2

ect at St. Olaf’s, downtown Minneapolis: Speaker Bishop Anders Arborelius, Bishop of Sweden

11/1 Alford and Naughton, *Managing as if Faith Mattered* Chap. 3 “The Virtues”

- 1) *Why is an explanation of human development at work so critical to the common good of the organization?*
- 2) *Define virtue. Explain how virtues complete management techniques and skills.*
- 3) *Why are the cardinal virtues called “hinge” virtues?*

III. The necessary practices to create an organizational culture that provides good work

11/6 Ken Goodpaster “Reell Precision Manufacturing”--Packet

Guest Speaker: Bob Wahlstedt President of Reell Precision Corporation.

11/8 Selected pages from Semradek & Butler

Guest Speakers: James Semradek and Michael Butler

External Stakeholders and Making a Contribution

11/13 Packet: Daniel Yankelovich, “Having it All” and J. Cornwall, “A Communitarian Perspective of the Responsibilities of Entrepreneurs...”

1. *Discuss the limitations of the unidimensional approach to business ethics as discussed in the Cornwall paper. What are the limitations of this viewpoint? Explain your answer using other readings we have discussed in the class.*
2. *In your own words, what is a communitarian model of small business ethics? Describe how this perspective might shape your actions as an entrepreneur in the future. Be VERY specific!!!*
3. *How does Yankelovich see the struggle between the civil society and the free market? Make sure to describe each of these in your discussion.*
4. *How does he see this struggle being resolved?*

Internal Stakeholders and Sharing the Wealth

11/15 Alford and Naughton *Managing as if Faith Mattered*--Chap. 5 (wages)
Answer Study Questions at the end of the chapter.

11/20 Alford and Naughton, *Managing as if Faith Mattered* Chap. 6 (ownership)
Answer Study Questions at the end of the chapter.

11/22 Happy Thanksgiving!!!

IV. How does the good entrepreneur sustain the good organization? Developing a Spirituality of Work

Balance and Integration

11/27 Naughton and Alford, *Managing as if Faith Mattered* Chapter 8 **Answer Study Questions at the end of the chapter.**

Video: David Whyte

11/29 John Paul II, *Laborem Exercens* Chap. 5 “Elements of a Spirituality of Work.”

- 1) *Why have a spirituality of work?*
- 2) *Explain in detail the Creative and Redemptive dimension of a Christian spirituality of work?*
- 3) *Does everyone have a spirituality of work? If so, how would you explain this, if not, why not?*

Video: Rabbi Jeffery Salkin

INTERVIEW PROJECT DUE: 100 pts.

12/4 James T. Fischer, “The Priest in the Movie: *On the Waterfront* as Historical Theology”—packet.

- 1) *Describe the differing social visions of Fr. Corridan (Fr. Pete) and Msgr. O’Donnell? How do they view faith as it is engage with the world, especially the business of the longshoremen?*
- 2) *Why did the Jesuit order want to bring Catholic social thought to bear on union activities?*
- 3) *Why is the crucifixion so important to Fr. Pete’s understanding of the Waterfront’s problems?*

Film: *On the Waterfront*

12/6 Abraham Joshua Heschel: “The Sabbath”

- 1) Summarize Heschel’s main points on time and space and their relationship to the Sabbath.
- 2) What has been your experience of Sabbath?

Continue Film: *On the Waterfront*

12/11 Naughton and Alford, *Managing as if Faith Mattered* Chapter 9

- 1) *What is your experience of the liturgy, of church service, synagogue, etc.?*
- 2) *What does the word liturgy mean and how does the Offertory reflect this meaning of liturgy?*
- 3) *According to Rahner, why would this book not be complete without a discussion of the connection between liturgy and work?*
- 4) *Why is the liturgy so important to spirituality?*

12/13 Michael Joncas, “The Church at Prayer”—packet.

- 1) *How does Joncas define the liturgy?*
- 2) *What are the three dangers of the liturgy?*
- 3) *Explain at least three connections between liturgy and justice.*
- 4) *Why are these connections not as transparent for the ordinary church-goer?*

Revised SELF-ASSESSMENT DUE MONDAY OF FINALS WEEK: 50 pts.

We will meet during our scheduled finals period to discuss your self-assessment:

PRAYER OF ST. THOMAS

***GRANT O MERCIFUL GOD
THAT I MAY ARDENTLY DESIRE
PRUDENTLY EXAMINE
TRUTHFULLY ACKNOWLEDGE
AND PERFECTLY ACCOMPLISH
WHAT IS PLEASING TO THEE
FOR THE PRAISE AND GLORY OF THY NAME***

ENTREPRENEUR'S PRAYER (a.k.a. THE SERENITY PRAYER)

***GOD, GRANT ME THE SERENITY
TO ACCEPT THOSE I CANNOT CHANGE,
THE COURAGE TO CHANGE THE THINGS I CAN,
AND THE WISDOM TO KNOW THE DIFFERENCE.***