

## University Honors Course

### Good Work: When Excellence and Ethics Meet

#### Notes on Course Goals, Format, and Requirements

##### Course Goals

- Upon completion of this course students should be able to:
- Identify personal, social, and cultural factors that affect whether a worker or a field of work exhibits good work, that is, work that is both excellent and ethical.
- Identify what contributes to good work in various professions.
- Identify and describe the predominant moral challenges and issues encountered by professionals in various domains or professions.
- Discuss the impact of market forces and expanding technology on decision making in professional domains.

##### Format

- Classes will be conducted in a seminar format.
- Classes will begin at 5:00 PM and end at 6:15 PM.
- Classes will be held in the University Honors Program Seminar Room.
- Sessions will include approximately brief periods of lecture designed to convey the most important concepts, definitions, and facts followed by approximately 45 minutes of case- or problem-based discussion.
- Guest lecturers will address areas of particular expertise.
- Classes will involve a variety of teaching and learning strategies.
- Students will play an active role in planning selected classes.
- Students will receive a class outline indicating readings, preparatory assignments, and group activity.
- Lecture outlines, when appropriate, will be posted on Blackboard.

##### Course Requirements

1. Attendance at each class is required. If a student must be absent, he/she must provide advance notice (i.e., prior to the session).
2. Unexcused absence will have an adverse effect on the final grade.
3. Prior to each class, students are required to complete the readings and preparatory assignments.
4. Students will conduct self, peer, and faculty assessments of performance. At mid-semester the assessment will be formative and the faculty member will provide feedback to guide subsequent efforts. At the end of the semester, assessments will be summative with feedback on overall performance. The following criteria and point scale will be used:
  - a. 0 – 1 point = consistently unprepared for class; seemingly uncommitted to excellence; intolerant of differing opinions; consistently late for class; unable to communicate clearly.
  - b. 9 – 10 points = consistently well-prepared; able to provide knowledge and

well-supported information to help group's progress; respectful of individual differences; caring; willing to take responsibility for share of team work and well as for own learning; willing to listen attentively, able to communicate clearly.

c. 2 – 8 points = assessments of better than “persistently unprepared for class” but less than “consistently excellent.”

5. A rubric to guide completion of the final paper will be distributed prior to mid-term.

### **Evaluation**

Class Participation and Preparedness	30%
Two Short Papers (TBA)	20%
Final Professional Paper	50%

### **Required Readings:**

Gardner, H., Csikszentmihalyi, M., & Damon, W. (2001). *Good Work: When Excellence and Ethics Meet*. Basic Books: New York.

Fischman, W., Solomon, B., Greenspan, D., & Gardner, H. *Making Good: How Young People Cope with Moral Dilemmas at Work*. (2004). Harvard University Press: Cambridge MA.

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University Honors Course

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## Topical Outline

<b>Week One:</b>	Introduction to Good Work
Tuesday, September 1	
Reading:	None
Preparatory Assignment:	None
Class Activity:	Introduction and Overview Introduction of Good Work Concepts
Thursday, September 3	
Reading:	Browse GoodWork Project website: <a href="http://www.goodworkproject.org">www.goodworkproject.org</a> Read Overview of Good Work Project (on website)
Generative Questions: you? definition people?	What does “good work” and “compromised work” mean to How does your personal definition correspond with the used by the GoodWork Project? What are examples from your own work experiences of or situations that you would characterize as good work or compromised work? What are the aspects of the person or situation that you think contributed to your assessment? Why should we care about good work?
Class Activity:	Concept mapping: The meaning of good work.

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<b>Week Two:</b>	The Meaning of Good Work The Role of Alignment The Mirror Test
Tuesday, September 8, 2009	
Reading: addressing about good work and your	Gardner et al. (2001). Focus on part I. Skim chapters genetics and journalism. Begin to think chosen profession.

Generative Questions: How is good work determined?  
What are some specific individuals, fields and domains you might characterize as moral, amoral, immoral?  
What is alignment? Why should alignment be an issue in good work?  
Is “common good” always a good ethical barometer? Why (not)?  
What is the relationship of good work to change or development?

Class Activity: Introduce (figuratively) the class to an exemplar in your past. This person may be a hero, present or influenced you. may also be a quiet leader who has

Thursday, September 10, 2009

Reading: Gardner et al. (2001). Focus on Part IV.

Generative Questions: Why should society trust you in your chosen profession?  
What does the ‘mirror test’ mean to you?  
Should/do all workers take time to look into the mirror? Why/why not?

Class activity: Job descriptions: A focus on the essentials of ‘good work’ for your profession. Complete the following on an index card:  
\_\_\_\_\_ (create a work setting) seeks a person for \_\_\_\_\_ (create a position within your profession) who exhibits the following characteristics:

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**Week Three:** Good Work and the Professions: An Examination of Chosen Professions

Tuesday, September 15, 2009

Reading: Fischman et al. (2004). If your last name falls within A-F, please read about Young Geneticists. If your last name falls within G-P, please read about young journalists.

If your last name falls within theater workers.

Q-Z, please read about young

Generative Questions: How is good work characterized in the professions selected?  
chosen  
If not,  
Class Activity: Share a current event or editorial addressing your assigned profession. Highlight evidence of 'good work' or lack thereof.

Thursday, September 17, 2009

Reading: Fischman et al. (2004). Re-visit Chapter 1.  
pages Gardner et al. (2001). Revisiting Three Basic Questions, 210-212.

Generative Questions: How would you characterize alignment at this point in time in your chosen profession?  
your How are market forces influencing your chosen profession?  
geneticists and When, if at all, would 'cutting corners' be acceptable in chosen profession?  
journalists? How did responses to the 'mirror test' differ among

Class Activity: Using medium of your choice share an example of a situation, event, or case that characterizes challenges in your chosen profession.

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**Week Four:** Burnout: Is It the Price of Good Work?  
What Does It Take to Do Good Work?

Tuesday, September 22, 2009

Reading: Course Packet: "On Fire" or "Burned Out:" Engagement and Burnout in Physicians

Generative Questions: What does it take to make a good worker?  
What challenges exist in the field you have chosen?

profession?  
‘burnout’?  
How do domain, field, society, and person interact?  
What factors contribute to ‘burnout’ in your chosen  
How can good workers in your field or profession avoid

Class Activity: Guest speaker.

Thursday, September 24, 2009

Reading: Course Packet, Danilo Dolci, Community Organizer and  
Writer: The Leader as Loner, in Lives of Moral  
Leadership, by Robert Coles.

Generative Questions: What characteristics did Dolci exhibit in his work?  
What does it mean to ‘live up to your words’?

Class Activity: Dolci is described as a community organizer. Research  
stories of other community organizers in our own  
time. What drives those who advocate for others and  
fail to tire in their efforts?

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**Week Five:** The Role of Culture and Personal History in the  
Development of Good Work

Tuesday, September 29, 2009

Reading: Fischman et al. (2004), The Long Wind-Up in Genetics

Generative Questions  
development  
navigated  
navigate the real world  
How does family influence one’s work ethic?  
What role do teachers, mentors, advisors play in the  
of young professionals?  
After reflecting on the way the young scientist, Mark,  
the real world of science, how would you  
of your profession?  
What challenges do you anticipate in the real world of your  
profession?

Class Activity: Course Packet: Case Study The Cost of Principles  
What were some of Lauren’s beliefs and values?  
What challenges did Lauren encounter?  
How did her values inform her decisions?  
How do your values inform your decisions as a student, a  
worker, an athlete?

Thursday, October 1, 2009

Reading: Course Packet: Passing It Down: The Role of Culture and Ancestors in Good Work

Generative Questions: How does ancestry influence one's work?  
influence How do group definitions and stereotypic definitions one's work?

Class Activity: Family Tree – Create your own family tree assigning attributes to the family members and/or role models and mentors who have passed good work on to you.

**Week Six:** Good Work in Pre-Collegiate and Higher Education

Tuesday, October 6, 2009

Reading: Course Packet, Engagement in a Profession: The Case of Undergraduate Teaching

Generative Questions: What are the characteristics of excellent teachers?  
undergraduate What challenges exist in pre-collegiate settings?  
What constitutes excellence in education and the level?  
using to overcome For those aspiring to become teachers (or other young professionals), what strategies do you anticipate the "burn-out" trap?

Class Activity: Video Clips

Thursday, October 8, 2009

Readings: Fischman et al. (2004). From Cocoon to Chaos in Journalism.

Generative Questions: What types of experiences influenced the work of young journalists?  
promote How did their educational experience influence their work?  
education? What procedures/programs would you put into place to good work in pre-collegiate or higher

Class Activity:  
top

Respond to the prompt on pages 41-42. Choose your three concerns and prepare to explain your choices.

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**Week Seven:**  
and Ways  
Responsibility

Civic And Social Responsibility: The Role of Education  
Education Can Foster Habits of

Tuesday, October 13, 2009

Readings: Fischman et al. (2001), pages 158- 166.

Generative Questions: In what ways can institutions of higher learning foster  
rather than discourage habits of responsibility?  
the How best can one deal with competing responsibilities in  
workplace and beyond?

Class Activity: Values Sorting Activity

Thursday, October 15, 2009

Readings: Course Packet, Conviction: Developing Critical Habits of  
Mind by Daloz et al.

Generative questions: How does the 'big picture' notion inform your goals and  
interests?  
understanding of How does dialogue with others help ground our  
the larger world?  
develop a What is the role of the university in helping students  
strong 'moral compass'?

Class Activity: Group Activity: Create a 'mattering map' for your college  
and professional development experience.

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**Week Eight:**

Social Responsibility: The Case of Civic Engagement

Tuesday, October 20, 2009

Reading: Course Packet, A Study of Young Social Entrepreneurs

Generative Questions: What is a social entrepreneur?  
How does a social entrepreneur differ from a business  
entrepreneur?  
How has community involvement influenced your goals?

Class Activity: Case Study, Course Packet, Making the Grade

Thursday, October 22, 2009

Mid-Term Evaluations:                      Formative evaluations  
    Final Paper Themes  
    Appointed times  
    Refreshments

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**Week Nine:**                                      How Do Principles of Good Work Influence the  
Role of the    Health Professional and Outcomes for the  
Consumer of    Health Care?  
Relate    How Do Principles of Good Work in Health Care  
    to Good Work in Other Professions?

Tuesday, October 27, 2009

Reading:    Course Pack  
    Changing Healthcare Organizations: The  
Followership    Difference  
    Epilog  
    The Basic and New Models of Leadership

Generative Questions:                              What is your definition of leadership?  
is    Does what is happening in health care relate to what  
    happening in other professions?  
    What is the meaning of the corporate soul?  
profession?    How would you describe the soul of your

Class Activity:    Search the web for examples of businesses that have  
a    corporate soul that represents good work.

Thursday, October 29, 2009

Preparation for Final Paper  
Choosing a Topic, Forming a Thesis Statement, Conducting a Literature Review  
Open Discussion

NOTE: Reading Assignments for 11/3/09 TBA.

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**Week Ten:** Moral Instinct: Role Models from Classical and Modern History

Tuesday, November 3, 2009

Readings: Course Packet, Aristotle, Nicomachean Ethics, Books II, III, VI. Reading assignments as announced in class.

Generative questions: How is virtue acquired?  
What is the meaning of the statement, "Virtue is a mean?"  
What is habituation?  
How would you distinguish between what is forced and voluntary in terms of making moral decisions?  
What does Aristotle mean by the extremes in terms of virtue?  
What is the meaning of prudence and how does it apply to decision making?

Class Activity: Application of Aristotle's teachings on the running of a corporation, General Motors.  
Choose examples from internet related to adherence to or violation of the teachings of Aristotle.

Thursday, November 5, 2009

Reading: Course Packet, Martin Luther King, A Tough Mind and a Tender Heart, from A Testament of Hope: the Essential Writings and Speeches of Martin Luther King.

Generative Questions: How does the philosophy of Aristotle influence the thinking of Martin Luther King?  
How do the philosophies of Martin Luther King influence your thinking about good work in your chosen profession?

Class Activity: Story Telling: Come to class prepared to relate a portion of Luther King to Aristotle's philosophy or the teachings of Martin your own life experience or the life

journey of a respected mentor.

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**Week Eleven:** A Focus on Literature: Readings with a Focus on Good Work

Tuesday, November 10, 2009

Reading: Course Packet, Blessed Assurance from White People, by Allan Gurganus (1/2 of class)  
Course Packet, The Bet, by Anton Chekhov (1/2 of class)

Generative Questions: How does one cope with pressure in the workplace, in school, in the community?  
What is the price of compromise?

Class Activity: My final lecture, what I would say to a young person regarding values (three statements on an index card to share in class).

Thursday, November 12, 2009

Reading: Course Packet, Compromised Work

Generative Questions: How would you frame the meaning of compromised work within the context of your profession?

Class Activity: Round table discussion of the cases of compromised work outlined in the reading.

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**Week Twelve:** Knowing Oneself and Making a Difference in the Community

Tuesday, November 17, 2009

Reading: Fischman et al. (2004), Chapter Six

Generative Questions: What factors are likely to determine whether a person is likely to do good work?

professional  
larger  
who

What are the levers for good work?  
How would you incorporate these levers into your life?  
What challenges do you anticipate upon emerging in the worlds of professions?  
What support is necessary when assisting the good worker who wants to make a difference?  
What is the meaning of 'knowing oneself' in life's journey?  
How does self-knowledge inform the work that we do?

Class Activity: Write a letter to self. Secure the letter for future reference.

Thursday, November 19, 2009

Reading: Selected current events depicting good work in the community

Generative Questions: What characteristics are evident in community leaders?  
How are these characteristics learned and/or developed?

Class Activity: Accounts of community-based learning and/or service

**Note: Final Papers Due**

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**Week Thirteen:** November 24 and November 26

**NOTE: No Class Week of Thanksgiving**

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**Week Fourteen** A Return to the Good Work Theory

Tuesday, December 1, 2009

Reading Selected readings from previous classes.

Thursday, December 3, 2009

Class Activity: Students' Choices of Topics Related to Good Work for Review

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**Week Fifteen:**

Tuesday, December 8, 2009

**Paper Presentations: Schedule TBA**

Thursday, December 10, 2009

Summative Evaluations: Date and Time TBA

Meet with Faculty According to Schedule

**Good Luck with Finals  
Happy Holidays!**

References

Required Readings:

Gardner, H., Csikszentmihalyi, M., & Damon, W. (2001). *Good Work: When Excellence and Ethics Meet*. Basic Books: New York.

Fischman, W., Solomon, B., Greenspan, D., & Gardner, H. *Making Good: How Young People Cope with Moral Dilemmas at Work*. (2004). Harvard University Press: Cambridge MA.

Coursepack (to be returned with Final Paper)