Brief overview of course:

If you want to know what a man is really like, take notice of how he acts when he loses money.

Simone Weil

This course is about becoming. It encourages students to reflect on the type of person they are becoming and the type of person they want to become. It asks students to review the process of their education at BC and to explore the role their family and friendships have played in who they are becoming.

After that wide reflection, this course attempts to simultaneously reflect on money and an integrated life. As implied by the Simone Weil quote above, we explore how money can cause tensions that can affect the kind of person we become. In this way, we may more deeply explore the nuanced question of how to become the person we want to be post-graduation. We explore assumptions about money that may or may not be influenced by our experiences on BC campus, study abroad, and/or service trips; as well as explore writings on money and the integrated life.

The framework of the course is funnel-shaped. The first part of the course starts wide with students reflecting on their education at BC, their responses to Father Himes’ three questions, and the role of family and friendships. It allows students to reflect on their assumptions about and tensions around money. In the middle, the course narrows to consider some tools relating to budgeting and debt. The final part of the course reverses the funnel as it widens from these tools to consider readings that integrate money with other areas such as psychology, sociology, and behavioral economics. In so doing, the instrumental value of money will be contrasted with wider, intrinsic goods.

Within this space, we consider generosity. What is it? How does it fit in the conversation about next life-phase? about “men and women for others”? After completing an interview and reflections papers, each student is encouraged to more fully reflect on what kind of person they seek to become in a life that will contain money and so much more.
**Information about:**  
Prof. Betty Bagnani, Ph.D.  
Office Location: Fulton 520C  
Accounting Dept, CSOM  
Office Phone: 617-552-3994  
Email (preferred)= elizabeth.bagnani@bc.edu

<table>
<thead>
<tr>
<th>Office Hours:</th>
<th>Mondays: 12:00-1:00</th>
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<td>Wednesdays: 2:00-3:00,</td>
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Related courses taught at Boston College:
- Portico
- TechTrekGhana
- Financial Accounting (intro & intermediate)
- Financial Statement Analysis
- Corporate Finance (intro & intermediate)
- Investments (undergrad, masters, PhD)

**Course Materials:**

Books:

All other readings are on this course’s Canvas site.

**To consider:**

...How can we convey ... to the developing being within ourselves—that in order to obtain the most serious good of life, it is necessary to give exactly the right amount of attention to the aspect of life represented by money? Can we and they grow to be *attentive* to what is secondary in human life while being *deeply attentive* to what is primary? For, if we do not give sufficient attention to what is secondary in life, then, sooner or later, what is secondary will take all our attention and leave us no energy or time to pursue what is most essential.

*Jacob Needleman*
Course Assignments:

1. Throughout semester:
   a. **Examen Journal**
      I have used weekly examens in class in the first-year *Portico* course and in the *Introduction to Financial Accounting* course. Links will be made to Chris Lowney’s writings in this area. Each student will keep a journal relating to his/her individual examens.
   
   b. **Reverse Budget**
      To encourage students to actively examine their relationship with money, students are encouraged to keep track of how they spend money this semester. This can be completed using methods of a student’s choosing that may include:
      - the free app called Wally (or other app). No need to connect this to your checking account. You can enter amounts.
      - their own personal log
      - looking back at credit card and bank statements

2. Other written assignments:
   a. **Interview**
   b. **Weekly papers that connect to readings**
   c. **Final paper**

3. **Lead one class discussion with class teammate**
   a. Sign up for one class with another student
   b. Each of you: 1) meet with me about class topic and scaffolding already prepared, 2) choose at least 1 additional article/video/website and 1 in-class activity. 3) email with me to craft final reading assignment and email to classmates by Wednesday 5 PM before that class.
   c. Help lead the class discussion on Monday

Grade Distribution for Capstone:

<table>
<thead>
<tr>
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<th>Allocation %</th>
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<tbody>
<tr>
<td>Class Discussion Leadership</td>
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<tr>
<td>Written Assignment: Interview</td>
<td>15%</td>
</tr>
<tr>
<td>Written Assignment: Reflection Papers</td>
<td>20%</td>
</tr>
<tr>
<td>Written Assignment: Final Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>25%</td>
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Reading Schedule for Life, Money, and Generosity: Spring 2018

**NOTE:** These readings will be adapted in consolation with the Student Leaders. Readings are listed here to give you an idea of what might be discussed.

**Weeks 1 and 2: Reflections on a life lived so far**

**Class #1 (1/22): Reflecting on key choices made at BC**

Read/watch/complete before Class #1:
3. *This is Water—video based on 2005 graduation speech by David Foster Wallace.* (This video is 9.23 minutes long. There are other videos of the entire speech, if you are interested.)
4. Assignment as delineated for Class #1 on Canvas.

**Class #2 (1/29): Self-Knowledge**

2 STUDENT LEADERS: __________________________1,2

Read/watch/complete before Class #2:
1. Brief Introduction to the Examen
3. *Heroic Living, Chris Lowney, 2010: Chapters 3 and 6.*
5. Assignment as delineated for Class #2 on Canvas.

**We will start Class #2 with an Examen.**
**Week 3: Reflections on family and friends**

**Class #3 (2/5):**

2 STUDENT LEADERS: _____________________________3,4

Read/watch/complete before Class #3:

1. Aristotle on friendship
3. “Making the Most of Friendfluence,” from *Friendfluence* by Carlin Flora.
5. **Heroic Living, Chris Lowney, 2010: Chapters 7**
7. Assignment as delineated for Class #3 on Canvas.

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**Week 4: Reflections about money**

**Class# 4 (2/12):**

2 STUDENT LEADERS: _____________________________5,6

*** At beginning of Class#4: ask questions about interview.

Read/watch/complete before Class #4:

2. “How Much is Enough?” in *Creating the Good Life: Applying Aristotle’s Wisdom to Find Meaning and Happiness*, James O’Toole, 2005
3. **Dan Ariely: Making Money Less Abstract**
   But first some background on Ariely: [https://youtu.be/NIRjYBX_9ls](https://youtu.be/NIRjYBX_9ls)
   This 2 minutes explains his bandage research
4. Excerpts from *Dollars and Sense*, by Dan Ariely and Jeff Kreisler, 2017.
5. **Heroic Living, Chris Lowney, 2010: Chapter 8-9**
6. Assignment as delineated for Class #4 on Canvas.
Week 5: Meaning & Happiness

Class #5 (2/19):

Read/watch/complete before Class #5:
2. Excerpts from *Happy Money: The Science of Happier Spending*, by Elizabeth Dunn (Univ of British Columbia) and Michael Norton (HBS).
5. *Heroic Living*, Chris Lowney, 2010: Ch 10
6. Assignment as delineated for Class #5 on Canvas.

Weeks 6 and 7: Some specifics

Class #6 (2/26):

SPENDING AND BUDGETING

Read/complete before Class #6:
1. “Life, Pizza, Budgeting, and Love”
2. Personal Finance in Your 20s and 30s *Bring this book into class*
   Ch 1: Intro
   Ch 2: Bank Accounts and Ch 13: Savings Options
   Ch 3: Budgeting
3. Handout & Sample Excel Budget
4. *Heroic Living*, Lowney: Reconsider Chapter 9 - Living in Freedom

No Class: 3/5 – Spring Break

Class #7 (3/12):

DEBT

Read before Class #7:
1. Your journal so far this semester.
   Now that you have been away for two weeks, this is an important step to reconnect to the course and to put this class topic in context.
2. Personal Finance in Your 20s and 30s *Bring this book into class*
   Ch 4: Credit History and Scores
   Ch 6: Credit Card Debt
   Ch 7: Student Loan Debt
3. Handout on Debt & Credit Cards
Week 8: Being human and deciding about money

Class #8 (3/19):

2 STUDENT LEADERS: ________________________9,10

*** At beginning of Class#8: hand in Interview.

Read/watch/complete before Class #8:
Just how reliable is our self-knowledge?
2. The Hidden Reasons People Spend Too Much (Wall Street Journal YouTube Video)
3. Money 20: “Top 5 questions asked about spending” (pp. 58-70) and “Action Plan” (pp. 73-74)
4. Heroic Living, Chris Lowney, 2010: Ch 11
5. Assignment as delineated for Class #8 on Canvas.

Weeks 9 & 10: Beyond paying bills: Generosity

Class #9 (3/26):

2 STUDENT LEADERS: ________________________11,12

Read/watch/complete before Class #9:
4. Wealthiest One Percent Come Home, Ted Talk Jamaica Plain by Chuck Collins, 2015, Note: This speaker spoke at BC on Feb 28, 2017 and lives in Boston.
6. Assignment as delineated for Class #9 on Canvas.
**Weeks 9 and 10 (continued): Beyond paying bills: Generosity**

**Class #10 (4/2***): 2 STUDENT LEADERS: ______________________ 13,14

*** Note this is Easter Monday. BC cancels all classes prior to 4:00 but does hold all classes after 4:00—which includes our class!

Read/watch/complete before Class #10:
1. [Peter Singer TedTalk: The Why and How of Effective Altruism](#)
2. [A consideration of charity and justice from St. Mary’s College](#)
5. Assignment as delineated for Class #10 on Canvas.

**Weeks 11: Charity and Justice**

**Class #11 (4/9):** 2 STUDENT LEADERS: ______________________ 15,16

Read/watch/complete before Class #11:
4. [Case studies from “A Place on the Table” examining hunger](#)
5. Assignment as delineated for Class #11 on Canvas.

**No Class: 4/16: Patriots Day**
Weeks 12 and 13: Living an integrated life

Class #12 (4/23):

*** At beginning of Class#12: hand in Final Paper.

Before Class#12:
2. We will use most class time for an in-class case.

Class #13 (4/30):

Before Class#13:
1. Complete assignment for Class#13 as delineated on Canvas.
2. Notify me of any food allergies.
Last semester, capstone students were asked to “Raise 3 questions you have about LMAG.” Some student replies:

1. **Who am I?**
   a. What values are important to me and how will they guide me along into this next phase in my life?
   b. What kind of person do I want to become?
   c. What do I want my life to look like after I graduate?
   d. How have money and socioeconomic class intersected with some of my other identities (i.e. race, gender)?

2. **Money?**
   a. How do I find a peaceful relationship with money?
   b. How has my view of $ been influenced by my experiences w/ my family, friends, roommates, study abroad, & service trips?
   c. How should I be budgeting to achieve my goals?
   d. In entering a career in Acctg, Finance, etc. that is so closely linked with money, how can I maintain the importance of relationships and family in my life, rather than being caught up in the profit-seeking & competitive mindset commonly attributed to the financial industry? golden handcuffs?
   e. How balance Jesuit values and finance: aren’t they on opposite ends?
   f. What are the moral implications of accumulating wealth?
   g. How should I reconcile living within my means (saving for rent, student loans) and enjoying my youth (trips, social events)?
   h. How can I become financial independent from my parents?
   i. To what degree does money correlate with happiness?
   j. What drives us to always want more?
   k. What makes someone protective of money, but not resources?
   l. How can we justify spending $ on travel and food expenses to go learn and immerse ourselves on service trips when that same amount of $ would be more beneficial often times, if we donated it directly to the community?

3. **Generosity?**
   a. Is generosity in the form of money enough to constitute such a label?
   b. Have I been generous enough compared to how fortunate I have been?
   c. Should more emphasis be placed on being generous with friends or being generous with strangers?
   d. What is the difference between generosity in giving money and giving time?
   e. What are some wrong motives for giving? / How do I give cheerfully out of love, not just indifferently out of habit?
   f. What factors shall we consider if we are fortunate enough to have the means to give charitably?
   g. How find a balance between generosity and saving?
   h. How unrealistic are the ideals set forth in the theology classroom and service trips?
   i. What does it mean to be a generous person?