

CORE 350

Applied Ethics, Public Policy, and Worldviews

Fall 2019 Syllabus

I. The Worldview Studies Program and Core 350: An Overview

This is the final course in the three-part Worldview Studies Program at Whitworth University. We use the term worldview as “a commitment, a fundamental orientation of the heart, that can be expressed as a story or in a set of presuppositions which we hold about the basic constitution of reality, and that provides the foundation on which we live and move and have our being” (Sire, 2004). A worldview serves as a lens through which we perceive and relate to reality; it is a set of core beliefs and basic understandings about the bigger and deeper questions of life.

The Program Goals: The Worldview Studies Program at Whitworth University exists to engage you to actively examine the pre-suppositional thinking that forms the basis of all human meaning-making. Its intent is to explore the origins of human thinking at this foundational level, particularly emphasizing the Western tradition of answering questions of meaning. The Worldview Studies Program seeks to meet four objectives:

1. To furnish students with the **basic categories of worldview thinking** evident in the West including the nature of God, the nature of humanity, the nature of reality, how we know them, and how then we should live individually and corporately.
2. To expose students to a variety of answers that Westerners have given to these **categories of worldview thinking across the disciplines of academic study** since worldviews express themselves in all aspects of human culture.
3. To provide opportunities for student **contemplation and evaluation of both the categories of worldview thinking** and the answers Westerners have given to these categories **in light of Scripture and the historic doctrines of the Christian Church.**
4. To equip and encourage students to explore the parameters of their own worldview via discussions, student activities, directed lectures, examinations, and readings, to help show that **ideas have consequences** – they are relevant and have implications for our lives.

The Ultimate Questions: To get at these core worldview beliefs and their related issues, the Worldview Studies Program focuses on three foundational questions:

- 1) What is the nature of God, the world, and humanity?
- 2) How do we know?
- 3) How should we act in response to a broken world, as individuals and as a community?

Although each of these questions is addressed in some way in all three Core courses (150, 250, and 350), each Core class will emphasize and devote special attention to one question in particular, as follows:

Core 150: “What is the nature of God, the world, and humanity?” [Stating the claims]
This course examines the various ways in which this question has been answered, using

the Christian tradition as a main point of reference, emphasizing questions of a *religious* and *theological* nature.

Core 250: “How do we know?” [Justifying the claims] This course explores various ways of “knowing” (intuition, empirical senses, innate reason, and authority), and examine the rationalist worldview tradition that has emerged and influenced the Christian West, focusing upon questions of a *philosophical* nature.

Core 350: “How should we act in response to a broken world, as individuals and as a community?” [Applying the claims] This course explores the way in which Western worldview claims, particularly those influenced by Christianity, are applied in the private and public spheres of life, emphasizing questions of a *practical* and *ethical* nature.

II. Core 350 Course Objectives

CO 350 intends to equip students to:

1. Understand the relationship between ***worldviews and responses to the world’s problems***.
 - Apply the lessons of epistemology, metaphysics, ethics, and ideology in those problems.
 - Articulate the tensions of life in a community that challenge our responses.
2. Understand and apply the ***policy framework for analysis*** to real policy problems.
 - Demonstrate skill in creation and evaluation of policy.
 - Analyze the influence of one’s own worldview in this process.
3. Evaluate perspectives on ***faith and civic engagement*** in the policymaking process.
 - Articulate various approaches that Christians have taken in engaging with culture.
 - Include the interests of the marginalized as we address problems.

III. Core 350 Course Structure: The course will be divided into three distinct units, with each unit addressing a specific question related to applied ethics, public policy, and worldviews.

Time: Tuesday & Thursday from 12:50-2:10 PM; Wednesday: see your ‘Unit-II’ below.

Unit I: *In our response to the world’s problems (a) how do we identify which problems to address, (b) what solutions are required, and (c) by which means they can be reached?* This unit will explore issues of worldview (epistemology, metaphysics, and ideology), ethical evaluation of possible solutions, and the policy process – actors and interests in policymaking (consumers, companies, nation-states, etc.), arenas of policymaking (civic, local, state, national, and international), instruments of policy implementation and evaluation (regulations, tariffs, incentives, etc.) – to achieve them. The process of addressing these problems will be examined through a variety of issues that illustrate the concepts and tools of worldview and policy analysis.

Unit II: *How do we look at social and public policies, in a specific discipline, to identify their strengths and weaknesses and to develop recommendations for future revisions?* You will meet for five weeks in smaller groups to analyze a policy problem with a faculty member who has a special interest in a specific policy area. This unit ends with a student policy paper that analyzes a specific policy issue using the framework discussed in Unit I. This semester, these members of Whitworth’s faculty will lead discussion groups focusing on the following policy topics:

Dr. Kamesh Sankaran (Team Leader)
Discussion Group Topic:
Office: Eric Johnston 127

Dr. Philip Measor
Discussion Group Topic:
Office: Eric Johnston 111

Dr. Kathy Storm
Discussion Group Topic:
Office: Lindaman Sem. Center 112

Dr. Lindy Scott
Discussion Group Topic:
Office: Westminster 224

Dr. Jeremy Wynne
Discussion Group Topic:
Office: Beeksma Theology Center 211

Dr. Donald Comi
Discussion Group Topic:
Office: Dixon Hall 312

Dr. Todd Friends
Discussion Group Topic:
Office: Weyerhaeuser 210E

Dr. Craig Tsuchida
Discussion Group Topic:
Office: Robinson Science 202

Dr. Elise Leal
Discussion Group Topic:
Office: Weyerhaeuser 210K

Dr. Helen Higgs
Discussion Group Topic:
Office: Weyerhaeuser 210F

Dr. Kevin Grieves
Discussion Group Topic:
Office: Lindaman Sem. Center 116

Dr. Karen Finch
Discussion Group Topic:

Ms. Gretchen Scott
Office: Dixon 209

Engineering & Physics (Sec. 1: Wed 12:50-1:45 PM)
“NASA & the U.S. Space Policy” (HAWTH 105)
Phone: (509) 777-4243 ksankaran@whitworth.edu

Engineering & Physics (Sec. 2: Wed 11:45-12:40 PM)
“Robotics & Artificial Intelligence” (ROB SCI 345)
Phone: (509) 777-4420 pmeasor@whitworth.edu

Psychology (Sec. 3: Wed 12:50-1:45 PM)
“Eugenics” (DIX 108)
Phone: (509) 777-4535 kathystorm@whitworth.edu

World Lang & Cultures (Sec. 4: Wed 11:45-12:40 PM)
“Congress and the President” (WEST 125)
Phone: (509) 777-4837 lscott@whitworth.edu

Theology (Sec 5: Wed 12:50-1:45 PM)
“Dementia and Personhood” (WEST 141)
Phone: (509) 777-4277 jwynne@whitworth.edu

Education (Sec 6: Wed 12:50-1:45 PM)
“Educational Equity” (EJ SCI 233)
Phone: (509) 777-4411 dcomi@whitworth.edu

School of Business (Sec. 7: Wed 3:15-4:10 PM)
“Capitalism & Entrepreneurship” (WEYER 203)
Phone: (509) 777-4419 tfriends@whitworth.edu

Biology (Sec. 8: Wed 11:45-12:40 PM)
“Columbia River: Dams and Salmon” (HAWTH 112)
Phone: (509) 777-4504 ctsuchida@whitworth.edu

History (Sec. 9: Wed 10:25-11:20 AM)
“Utopian Movements” (FLDHS 202)
Phone: (509) 777-4367 eleal@whitworth.edu

Kinesiology (Sec 10: Wed 11:45-12:40 PM)
“NCAA Athletics” (WEST 141)
Phone: (509) 777-4376 hhiggs@whitworth.edu

Communication Studies (Sec. 11: Wed 1:55-2:50 PM)
“Media & Globalization” (WEYER 205)
Phone: (509) 777-3774 kgrieves@whitworth.edu

Theology (Sec. 12H)
“Religious Liberty” (Washington, D.C.)

Course Administrator
Phone: (509) 777-4424 gscott@whitworth.edu

Unit III: What factors help or hinder the creation and implementation of policies in a pluralistic society? In addition to conflict-raising factors that we have already considered, there are several categories of tensions that play a significant role in shaping and enacting policies. Furthermore, even after we create the policies that we desire, we inevitably find it very hard for us to actually live out our worldview commitments – especially in their ethical implications – as we work in social groups and communities. Therefore, the course concludes with an examination of these tensions and calls you to act on your ethics, faith, and worldview in ways that are consistent with Whitworth’s mission.

IV. Course Requirements

This course emphasizes the application of worldview thinking rather than the acquisition of information in a single area of content. We expect you to take active responsibility for your role in the learning process. This includes monitoring the syllabus, being aware of upcoming readings, class or discussion group topics, being prepared for a given class or discussion group by having completed the assigned reading beforehand, taking careful notes during the presentation of lecture material, and actively engaging the course material.

Attendance: The lecture and active learning material (group activities, surveys, etc.) will be valuable resources for your worldview reflection paper, policy paper, and the final paper. Therefore, it is important that you attend all class and discussion group sessions. You will also earn points for your participation in activities and quizzes that will occur during scheduled class times. Excused absences will be granted by the CO 350 teaching team for (a) university-approved absences such as choir tours, athletic team travel, etc., (b) serious illness with a physician’s note of verification, or (c) required military service or jury duty (with appropriate documentation). The only family-related circumstances that are excused absences will be for a funeral or serious illness of an immediate family member. While you may choose to miss class or discussion group for other valuable opportunities (e.g. travel arrangements for school break or at end of the semester, friends’ weddings, etc.), such absences will be considered unexcused. See the Blackboard site for a petition process to excuse absences for graduate school interviews, etc.

Reading: You will be required to read assigned briefings from the Reading Packet. This is available as a PDF through the large group Blackboard site. Any updates to it will be communicated through course announcements. While much of the readings will be applied in activities during the class, additional accountability for the readings will be through regular quizzes and class discussion groups.

Quizzes: You should anticipate a quiz during every large group and some small group days in Units I and III. Your 10 best scores will count towards your grade. The quizzes will cover the assigned readings for the day, the previous day’s lecture material, the material covered in the d-group, and the content of the reading for that day’s group activity. The quizzes will be administered using the iClicker system so please purchase your own individual unit *before* the first day of class. Quizzes will start promptly at 12:50 PM.

Group Activities: During several class sessions in Units I and III, you will work in assigned groups to complete learning activities. These activities promote active learning and engagement with the course material by applying the readings and lecture material to realistic situations. They will be posted 48 hours ahead of time on the Blackboard site for the large group, and are to

be submitted to your section's instructor by 8 PM that night. The reading for the activity can be a part of that day's quiz. You are responsible for reading the activity ahead of time and come prepared to the group meeting to corporately author a written response to demonstrate mastery of the course material. The group members will change twice during the term so you will have the opportunity to work with a variety of peers. You will work in groups, and each group member will receive the same grade on that assignment. Students with excused absences, who miss group workdays, must submit their written contribution to their group, prior to class and ensure that someone in their group appends it to the group activity.

Civic Engagement Exercise: You will be asked to participate in some civic engagement activity that is related to CO 350, and is approved by your section's instructor. After your participation, you are to write a short (approx. 150 words) summary of how it related to the themes of CO 350. It should be an activity that requires about 2 hours of your time (10 points).

Surveys: We will use the iClicker system to conduct surveys and interactive Q&A sessions during the lectures. You can earn up to 25 points for your in-class participation in these sessions.

Discussion Group Participation: In Units I and III, you will be evaluated on the basis of your participation in your discussion group (25 points). Guidelines for this evaluation will be discussed by your discussion group leader.

Worldview Application Paper: You are to apply your worldview to a contemporary issue. Please refer to the appropriate folder on Blackboard for detailed requirements. You must choose an editorial (5 points) about which you will write your paper by Wednesday, September 25th. A credible rough draft of the paper should be brought to the discussion group on Wednesday, October 2nd (10 points). The final copy of this paper (100 points) should be submitted no later than 5 PM on Friday, October 4th in ***two*** ways: first, a hard copy of your paper must be submitted to your discussion group leader by the deadline; second, an electronic copy of the paper is also due by the deadline on your discussion group's Blackboard site. ***Failure to submit either copy on time will result in a penalty of 10% of the assignment per 24 hours beyond the deadline.***

Unit II Assignments and Policy Paper: You will spend five weeks intensively studying a single issue related to your section instructor's interest. This period of study will result in a research project (policy paper) that allows you to demonstrate your own competence in the application of ethical, policy, and worldview analysis to a particular policy problem. The final copy of this paper should be submitted no later than 5 PM on Friday, November 8th, again as both a hard copy and as an electronic copy (on your discussion group's Blackboard site). ***Failure to submit either copy on time will result in a penalty of 10% of the assignment per 24 hours beyond the deadline.*** Faculty members may use slightly different approaches to grading their discussion section, but grading (250 points total) and workload will be balanced across all sections.

Final Paper: The final paper (75 points) is a "take away" or capstone document that will synthesize the main lessons you learned during Core 350, and which you can apply to your life beyond Whitworth. You will be asked to apply the tools acquired throughout the course to situations with a particular emphasis on the five categories of tensions of life in a community, as covered in the last unit of the course. This paper is due (both as a hard copy and an electronic copy) by Tuesday, December 10th at 3 PM. ***Failure to submit either copy on time will result in a penalty of 10% of the assignment per hour beyond the deadline.***

V. Course Materials

- Core 350 Reading Packet, available electronically through the large class Blackboard site.
- Various short readings posted, as necessary, on the large class Blackboard site.
- Readings as assigned for Unit II.
- Movie “Hotel Rwanda” (2004), on reserve at the Library.
- iClicker electronic response system.

VI. Course Grading

Civic Engagement Exercise	10
In-class participation (iClicker surveys)	25
Quiz: 10 best scores	100
Group activities: (10 × 10 pts each)	100
D-group participation in units I and III	25
Worldview application paper (editorial + draft + paper)	115
Unit II – Policy paper	150
Unit II – Other (as assigned in the d-group)	100
Final Paper	75
Total	700

Final letter grades will be assigned on the following grade scale by total points accumulated:

<u>Letter Grade</u>	<u>Grade Points</u>	<u>Class %</u>	<u>Class Points</u>
A	(4.0 pts.)	93%	>=651 pts.
A-	(3.7 pts.)	90%	630-650 pts.
B+	(3.3 pts.)	87%	609-629 pts.
B	(3.0 pts.)	84%	588-608 pts.
B-	(2.7 pts.)	80%	560-687 pts.
C+	(2.3 pts.)	77%	539-559 pts.
C	(2.0 pts.)	74%	518-538 pts.
C-	(1.7 pts.)	70%	490-517 pts.
D+	(1.3 pts.)	67%	469-489 pts.
D	(1.0 pts.)	64%	448-468 pts.
D-	(0.7 pts.)	60%	420-447 pts.
F	(0.0 pts.)	< 60%	< 420 pts.

VII. Course Policies and Expectations

- Section changes will be permitted on the first day of the large group, but please remain in the discussion groups for which you are registered after that. To ensure that students in all sections (and their instructors) are treated fairly, we have ensured that all sections have approximately the same enrollment. So, if you want to switch sections that day, you will need to find someone from the other group who is willing to swap places with you.
- Please arrive to class on time to allow us to start the quiz/lecture on time. Please sit with your section to allow us to make more efficient use of class time when we transition to the in-class activities. Please be courteous and sensible in your choice of food and drink to prevent spills in the Robinson Teaching Theatre.
- Writers at any skill level and at any stage in their process can use the Whitworth University Composition Commons (<http://www.whitworth.edu/compositioncommons/>) in LIB 242.
- Please note the university's policy on academic honesty (available in the Whitworth Catalog and the Student Handbook). Consequences for any form of dishonesty may range from a failing grade on a specific assignment to a failing grade in the course. Violations of the academic honesty policy become part of your educational record.
- Whitworth University is committed to providing its students access to education. If you have a documented physical or mental/psychological impairment that impacts your ability to learn and perform to your potential in the classroom, contact the Office of Educational Support Services (ESS) in Student Life to identify accommodations that can help mitigate barriers to your success. Students must contact ESS each term in order for faculty/staff to be notified of your accommodations. Services are not retroactive. Contact Katie McCray Coordinator for Educational Support Services (kmccray@whitworth.edu, 509.777. 3380) to identify accommodations that are appropriate. To request accommodation, fill out an application on the ESS webpage: <https://www.whitworth.edu/cms/administration/educational-support-services/>.
- Whitworth University faculty members are committed to the well-being of each student. It is common for students to discuss non-course related issues with faculty and, when possible, faculty will keep such conversations strictly confidential. However, because federal law views faculty members as mandated reporters of any incidents of sexual misconduct, if a student informs a faculty member of an issue of sexual harassment, sexual assault, or discrimination, the faculty member is required by federal law to bring it to the attention of the Title IX Coordinator, Rhosetta Rhodes. The Title IX Coordinator will make the student aware of all options and resources available to them under Whitworth University policies and under the law. There are Whitworth University employees whom federal law does not view as mandatory reporters, to whom a student could speak without the conversation being reported to the Title IX Coordinator. These include counselors in Counseling Services, health center staff, and any of the university chaplains on the staff of Campus Ministries. Contact Rhosetta Rhodes, Title IX Coordinator, Vice President for Student Life and Dean of Students (509.777.4536; titleixcoordinator@whitworth.edu); Counseling Center (509-777-3259) in Schumacher Hall; Campus Ministries (509-777-4345) in the Seeley G. Mudd Chapel; Health Center (509-777-3259) in Schumacher Hall.
- Whitworth University is committed to delivering a mission-driven educational program that cultivates in students the capacity to engage effectively across myriad dimensions of diversity. Whitworth University is committed to the fair and equal treatment of all students in its educational programs and activities. The University does not discriminate against students based on race, color, national origin, sex, gender identity, sexual orientation, religion, age, or disability and complies with all applicable federal or state non-discrimination laws in its instructional programs.
- Whitworth University professors strive to treat all students fairly and equitably, applying the same rigorous standards and expectations to each of our students and working to invite students from all backgrounds into the challenges and rewards of our academic disciplines. Students who have concerns about classroom fairness should contact Associate Provost Brooke Kiener, McEachran Hall 220, 509.777.4657, bkiener@whitworth.edu.
- Whitworth University cares about your welfare in the event of an emergency. During the first week of this course, please familiarize yourself with safety information posted in this classroom. Please visit <https://www.whitworth.edu/generalinformation/health&safety/index.htm> if you have further questions.
- In accord with SSB 5166, Whitworth University accommodates student absences, for up to two days per academic year, for reasons of faith or conscience, or for an organized activity conducted under the auspices of a religious denomination, church, or religious organization. Written notice and request for accommodation must be given within the first two weeks of the beginning of the course and provide specific dates the student requests accommodation. Faculty will work with such students to reach mutual agreement about the terms of the accommodation. Grievances about a failure to accommodate should be directed to the Associate Provost.

VIII. Course Schedule

<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>
	9/4 Introduction; Syllabus	9/5 Intro to WV, ethics & policy
9/10 Epistemology Activity 1	9/11 Redo Activity 1 Discuss WV Paper	9/12 Metaphysics Activity 2
9/17 Ideology Activity 3	9/18 -- No class -- Community Building Day	9/19 Applied Ethics I Debate
9/24 Applied Ethics II Activity 4	9/25 WV paper editorials due Discuss WV Paper	9/26 Private & Public Spheres Panel Discussion
10/1 Process of Policymaking: Arenas/Actors Activity 5	10/2 WV paper peer review	10/3 Poverty & Early Childhood Development Policymaking Illustration Activity 6; WV Paper due 10/04 @ 5PM
10/8 Process of Policymaking: Instrmnts. & Evals. Activity 7	10/9 Unit II	10/10 Unit II
10/15 Unit II	10/16 Unit II	10/17 Unit II
10/22 Unit II	10/23 Unit II	10/24 Unit II
10/29 Unit II	10/30 Unit II	10/31 Unit II
11/5 Unit II	11/6 Unit II	11/7 Unit II Policy Paper due 11/08 @ 5PM
11/12 Indiv. & Common Good Activity 8	11/13 Faith & Culture Hotel Rwanda	11/14 Faith & Culture, pt. 1: Aligned
11/19 Faith & Culture, pt. 2: Not Aligned	11/20 Rebuilding Social Trust Hotel Rwanda; Yoder article	11/21 Virtues: Autonomy & Control Activity 9
11/26 Trust & Skepticism Activity 10	THANKSGIVING BREAK	
12/3 Educating for Shalom	12/4 Discuss final paper Hotel Rwanda	12/5 Social Tensions: Panel Discussion
12/10 Final Paper due @ 3 PM		