

Ethics & Decision Making-- Homework Assignments #1 --- Fall 2005

(A) Homework answers should be **brief essays** -- no less than 1/2 page single-spaced/ no more than one page for each question. If you double-space, think of each answer to be about a page.

[Thus, writing three essays will require more than one page!]

ALL HOMEWORK ASSIGNMENTS MUST BE TYPED AND THE PAGES STAPLED TOGETHER. Please invest in a small stapler.

You are free to do constructive critique, comparisons, applications to your own experience, creative extensions of the ideas, etc. You may write in 3rd person or 1st person. Extend yourself; write beyond your first stopping point. Use all that you know and more. Be creative and insightful and interesting!

(B) The homework answers will be **collected at the end of each class**. Each day's homework is worth 1 1/2 points; the 2 assignments for a week are worth THREE points. Over the course of the semester you can earn 30 points -- a full three letter grades! -- just by faithfully doing your daily work. **ASSIGNMENTS HANDED IN LATE WILL GAIN NO CREDIT, unless you have called within 24 hours of missing a class to report that you will be or were absent.** Please hand in **hard copies** of the homework. Only in BIG emergencies will I accept homework as email attachments.

(C) If something is bubbling up in your life that has relevance to our work, you may substitute a "Wild Card" for **one only** of the three questions on a particular homework. Some of the best learning results from such reflection on what you are facing in the moment.

(D) Please title each set of homework questions as below: Assignment 1 (for Wed. August 31st).

Assignment 1: Given Wed. August 31st for Mon. Sept. 5th: Read Living Large, Introduction, pp. 1-24 plus Appendix 17 (XVII) and Appendix 16 (XVI) in that order. Reflect on the material and answer the three questions below:

1. The Introduction suggests a renewed ethics along the horizontal axis of time unfolding through epochs and an expanded spirituality along a vertical axis of contact with the timeless source. What is your view of ethics? How would you explain it to a friend? How might your view of ethics be challenged and renewed by the view presented here? What is your view of spirituality? How is this like and unlike the view presented here? Discuss.
2. On page 19, I introduce three nested or concentric domains and on page 273 – Appendix 16, I summarize differences between the Modern Worldview and the Emerging Ecological Worldview. [Appendix 17 provides a still wider view.] Pick one of the domains (a relationship or an institution or the planetary web of life) and explain what it would be like to think of that domain first in light of the modern worldview and then in the light of the emerging ecological worldview. Be concrete and specific. Don't just repeat what is in the book!
3. Write a personal essay on the Frederick Buechner quote at the beginning of the introductory chapter (p.13). How might that threshold involve ethics and spirituality? Answer creatively.

Assignment 2: Given Mon. Sept. 5th for Wed. Sept. 7th. Read Living Large, chapters 1-3, pp. 27-64. Answer three of the questions below:

1. Discuss the story of the slave who became king. How are you and others enslaved day-by-day? What is needed, day-by-day, to become free? Discuss.
2. Explain the fundamental distinction and the four steps that aid us to move from small mind-and-heart to larger mind-and-heart.
3. Answer either 3a or 3b: (3a) Explain how each domain (and the conversation or MVP aspect of that domain) can be approach in small mind or in large mind. Give concrete examples for each

domain. OR (3b) Suppose each domain is thought of as a lake. Show how the analogy of the lake might apply to that domain – from surface to midpoint to depth and back up again.

Assignment 3: Given Wed. Sept. 7th for Mon. Sept. 12th. Read Living Large, chapter 4, pp. 65-83.

Answer the three questions below:

1. Discuss minimal ethics using the traffic light model. Give examples of your own. Explain how minimal ethics is an advance over the first of the Three Houses-- the pre-ethical.
2. Discuss with examples of your own an ethics of aspiration. How does this modify the Traffic Light model? Why is a minimal ethics – though a gain – not fully satisfactory? Explain the two movements from minimal ethics to an ethics of aspiration.
3. Discuss ethics from an eastern perspective. What are the three phases of the eightfold path? What does this approach add that is not present (or not so clearly present) in the western model (as in the Traffic Light Model)?

Assignment 4: Given Mon. Sept. 12th for Wed. Sept. 14th: Read Living Large, chapter 5, pp. 89-99 + Appendix VII (253-256). Answer the three below:

1. How is the sense of being separate, alone and in danger tied to the Modern Worldview? Check Appendices XVI and XVII and then use your own examples. How might beginning from oneness – from what joins us at the deep levels – positively affect ethics? Discuss.
2. In Appendix VII, I present definitions of manipulation, paternalism and non-manipulative persuasion. Give the definition for each and give an example of each.
3. Show how moving from Manipulative Persuasion (MP) to Non-manipulative Persuasion (NMP) in any of the three domains aids us to think and act in a more ethical manner.

NOTE: In the upcoming assignments, you will be asked to do certain practices for a day and then to write about what you learn. Thus, you must think ahead and even read a bit ahead so that you will have a chance to do these practices. In other words: look over the assignments both for Wed. to Mon. and from Mon. to Wed. Plan your practices accordingly.

Assignment 5: Given Wed. Sept. 14th for Mon. Sept. 19th: Read Living Large, chapters 6 and 7, pp. 101-123. Answer thereof the questions below:

1. Take one day and live in awareness of standing in the midst of seven generations and in everything you do, do it in the light of the two Navajo questions. Write an essay detailing what you learned in thinking and living and acting out of intergenerational time.
2. Your sense of time increases when you consider all our ancestors (not just the human ones) and all our contemporaries (not just the human ones) and all those who are to come (not just the human ones). What are you aware of when you call upon the beings of the three times (see 110-112)? How does this aid us to expand our sense of ethics?
3. Answer either (3a) or (3b) or (3c): (3a) Write an essay on the distinction between religion and spirituality. Give examples. OR (3b) Write an essay on changing images of the whole or Great Mystery. What strikes you as you consider various ways that the ultimate has been imaged? How might this distinction between God and image of God (or Ultimate and image of the Ultimate) be helpful to you in your efforts to live large? OR (3c) How does oneness, union, communion link to love? How does coming from what joins us aid us to be more loving in (i) our one-to-one relationships, (ii) our organizational life, and (iii) our life with all our kin in the planetary web of life?

Assignment 6: Given Mon. Sept. 19th for Wed. Sept. 21st: Read Living Large, chapters 8 and 9, pp. 127-152. Answer the three questions below:

1. Pick a one-to-one relationship [with friend, family member, teacher, co-worker, etc.]. Practice seeing that relationship as a third reality – under the imagery of bowl and then boat and then garden and then kingdom or commonwealth. What do you notice in making this shift? Discuss creatively.
2. Practice beginning from abundance rather than beginning from scarcity. Note the language cues given on page 145. For one day, notice when you are in language of lack and complaint and shift to language of abundance and request. Report on what you learned.
3. Do the exercise on page 149 under “For Ongoing Practice” for a day. Report what you learn in doing this. How is this related to ethics? To an ecological worldview? Discuss.

Assignment 7: Given Wed. Sept. 21st for Mon. Sept 26th: Read Living Large, chapters 10 and 11, pp. Answer the three questions below:

1. Pick a Summer Sovereign. **Name** the task and nature of that potential partnership. **Call it to its best. Act – with joy -- for the sake of that partnership and all it serves.**
2. Pick a one-to-one relationship [with friend, family member, teacher, co-worker, etc.]. Practice for one day seeing that relationship as if apprenticing to the First Minister, the Autumn Diplomat. What needs to be **acknowledged** for that partnership to be all it can be? Write a acknowledging all that partnership has meant and still means to you – who you are both at your best and what service is given when you empower the partnership in this way. Then actually say some of the things you wrote to the person in the partnership.
3. Pick a one-to-one relationship [with friend, family member, teacher, co-worker, etc.]. Practice for one day seeing that relationship as if apprenticing to the First Minister, the Autumn Diplomat. Practice this day **identifying** ways of speaking and ways of generating emotions that no longer serve the partnership and **letting go** of them. Notice your speaking and the emotional charge you put on people and events. Especially notice how you justify and defend, attack, blame and complain (Jud ABC). Shift your speaking and emotional tone for the sake of the partnership and all it serves.

Assignment 8: Given Mon. Sept 26th for Wed. Sept 28th: Read Living Large, chapters 12 and 13, pp. Answer the three questions below:

Note: in this class period we will review for the mid-term test on Mon. Oct.3rd.

1. Read of the gifts and skills that come with deep listening. For one day, practice deep listening in the encounters of your life where this is possible (even for a brief time). Notice lesser ways of half-listening. Call yourself to attentiveness. What do you discover about the power of listening through this exercise? Discuss.
2. Comment on the qualities of the little Japanese man who encounters the drunk on the Tokyo train. What does this have to teach us about strength and power? What does it have to teach us about leadership?
3. For a day, practice the function of the Spring Minister as outlined on p. 210. Write an essay on what you discover.

Monday, Oct. 3rd is our midterm exam.

No homework due on this day. Study well – for yourself and all who are and will be given to your care.

Assignment 9: Given Mon. Oct. 3rd – Exam Day – for Wed. Oct. 5th: Read Living Large, chapters 14 and 15, pp. 215-240. Read also Appendix XV. Answer the three questions below:

1. Using Appendix XV as a guide, “walk the circle” of the ministry for the sake of a designated relationship. Answer one or two questions from each ministry. Let this exercise take the form of an essay. [Let me know the type of relationship you are “walking the circle” for the sake of.]
2. Chapter 15 expands the tools for “walking the circle” to the level of the planet. Use each of the ministers to suggest ways we can move from the Modern Worldview with its six seductive S’s to the Emerging Ecological Worldview. Include concrete steps.
3. Chapter 15 also expands the tools for “walking the circle” to the level of institutions. Use each of the ministers to suggest ways we might shift the college culture from one that reflects the Modern Worldview with its six seductive S’s to a campus culture that reflected more of the Emerging Ecological Worldview. Discuss creatively

For remaining homework assignments, click on Ethics and Decision Making Assignment Page and print out Homework Questions Second Series.

In the next segment of our work together we shall be using the required reading in this sequence:

Peter Senge, and others, **Presence: Human Purpose and the Field of the Future**
along with Zander and Zander, **The Art of Possibility**

finally we shall use as a resource

James Rachels’ overview **The Elements of Moral Philosophy**

Quotations:

To find our calling is to find the intersection
between our own deep gladness
and the world’s deep hunger. Frederick Buechner

If I am not for myself, who will be? If I am only for myself, what am I? And if not now, when?
Rabbi Hillel (1st century CE)

The Rotary Clubs have the following **FOUR-WAY TEST** of the Things We Think, Say or Do.

- Is it the truth?
- Is it fair to all concerned?
- Will it build good will and better friendship?
- Will it be beneficial to all concerned?

Two things fill me with awe: the starry sky above and the moral law within.
Immanuel Kant (18th century CE)

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