

**University Course**  
**Introduction to Planetary Management**

Days/ Times  
4 credits / graded

**Course Description**

**Introduction to Planetary Management** is a 9-week survey course designed to acquaint the student with the human values that have sustained all races throughout millennia. Students will explore why civilizations fail, and why our current civilizations are also so destined unless fundamental changes are made to family, state, national, and planetary governance. This class will teach you a method of decision making that assures stability and the sustainability of a project—and its associated components—hundreds of years into the future.

The first three weeks will be dedicated to a discussion of the requirements of a stable civilization, followed by an overview of the values of Life, Equality, and the necessary freedom for each individual to achieve their potential Growth. Weeks four through six will explore the values that make us both human and humane: Empathy, Compassion and Love of Humanity. In week seven we explore a new paradigm for making values-based decisions, the very essence of stability and sustainability. Weeks eight and nine include a practicum that will give each student a working model with which sustainable decisions can be made from the household level all the way to the level of Planetary Management.

This course has never been taught before and what you will learn in these 9 weeks will offer you highly useful personal and professional skills at a minimum, and perchance a chance to change the course of our world.

**Learning Objectives:**

The learning objective of this course is to give the student an understanding of the difference between a Needs Based Decision System focused on short term fixes and a Values Based Decision Model (VBDM) focused on long term, sustainable solutions.

**Prerequisites to Introduction to Planetary Management**

The viewing of the Lecture on Sustainability by Dr. Albert Bartlett, Professor Emeritus (physics), University of Colorado, Boulder [https://www.youtube.com/watch?v=sIIC9DyIi\\_8](https://www.youtube.com/watch?v=sIIC9DyIi_8) and [https://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action](https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action)

Much of the classwork will be collaborative. Similar to the descriptions that political candidates publish in voters information pamphlets students are encouraged to post to the class website a one page CV including where they grew up, their high school, ethnic and religious background (optional), organizations and affiliations they may wish to share a relationship with, and their

major field of study. This information may be used by students in their choices of their practicum team members.

### **Week 1.**

First class:

Syllabus Overview.

Name 5 technology innovations of the past 10 years. Name 5 social innovations in the past 500 years. What we are about to offer you we believe is nothing less than a new social innovation. It begins with the power of personal Intentions. Discussion of Intentions.

Reading for second class: <https://www.britannica.com/topic/ethics-philosophy>, pages 1 – 27. Discussion of the moral/ethical/values basis for organized civil society. Can any unit of government be sustainable if the collective rules are not based on a collectively agreed to set of ethics?

Second class: Three Pillars of Society. Functional societies have three main pillars of support: the social/societal, the governmental/political, and the financial/economic. These three areas need to function with stability and with sustainability in order to carry it into the far distant future. Class discussion of where our country succeeds and fails with these three pillars, and what happens when one or more crumbles.

Required reading prior to Week 2: <http://www.mustreadsummaries.com> SUMMARY, Review and Analysis of Jared Diamond's book *Collapse*

### **Week 2.**

First class: we explore the cause of the demise of major non-agrarian civilizations. Reading assignment prior to second class of week 2:

<https://www.monticello.org/site/jefferson/transcript-declaration-independence-rough-draft> Paragraphs 1 & 2, also

<http://www.pursuit-of-happiness.org/history-of-happiness/aristotle/> <http://www.pursuit-of-happiness.org/history-of-happiness/john-locke/>

Second class: Introduction to a model through which “Values Based Decisions” can be agreed to at the family level, the community level, the national level and the planetary level. We will explore the roles and responsibilities of each team member that serves the model. Is the philosophy of John Locke relevant in 2017?

Required reading prior to Week 3: The reading of a house bill currently under consideration in the local legislature. To be chosen by professor. Jeffrey Wattles, *The Golden Rule* (1996), pages 3-41

### **Week 3.**

First class: Explore the concept of “values” and how they relate to civilization and the bill currently before the Oregon legislature.

Second class: Continuing discussion of values in government: Should the government take care of us from cradle to grave or leave us alone? Is the Golden Rule relevant to today's society.

Required reading prior to Week 4: Common Sense by Thomas Paine 1776.

#### **Week 4.**

Has America become like the British Monarchy? Have Presidential Executive Orders become arbitrary laws? Does the US Senate resemble the House of Lords representing our largest corporations, unions and trade associations? What is the difference between "Rotten Boroughs" and Gerrymandering? If Common Sense could change public opinion quickly in one direction in 1776, what are the implications for social media like Twitter, Facebook, Snapchat, Facetime and the corporate monopolies that control them?

Second class: Survey ancient and current civilizations' concept of "Equality". Is the inequality of incarceration in the US "sustainable"?

Required viewing prior to week 5:

Hal Holbrook recites Mark Twain's speech "the Silent Lie"

<https://www.youtube.com/watch?v=fnF-7bqyKuo>

Required reading prior to Week 5: Michael Hudson, Killing the Host, chapter 5.

#### **Week 5.**

First class: Explorations on "Freedom" and the allowance of every human to grow into their personal potential.

Second class: Slavery in the 21<sup>st</sup> Century: Debt, opioid addiction, etc. Envision a personal plan to avoid debt slavery.

#### **Week 6.**

First class: Exploration on how "Empathy", "Compassion" and "Love for Humankind" augment the respect for Life, Equality and Freedom of Personal Growth. Where does the concept of the Golden Rule fit into the VBDM?

Second class: Are the values expressed in the "Golden Rule" self evident and universal?

**Paper due first class of week 7:** Each student will submit their Exercise Worksheet for their practicum for faculty review and approval. Subjects can range from the basic family level, the corporate or business level, the local government level, etc. at the choice of the student. We recommend that highly charged political issues be sidestepped in the first use of the model. The point is to determine, fairness, justice and most importantly, sustainability. The paper is to include the Intention, the subject and the purpose of the inquiry. Values, Beliefs, Expectations and Criteria For Fulfillment are to be included.

Each Organizer's team will consist of themselves, a Facilitator, a Consultant chosen by the Organizer, a Recorder, an Inquiring Member. Additional Inquiring Members are to be chosen at random from the class.

Required reading prior to Week 7: <https://www.nytimes.com/2017/08/24/upshot/how-redlinings-racist-effects-lasting-for-decades.html>  
<https://www.theatlantic.com/politics/archive/2015/10/remember-redlining-its-alive-and-evolving/433065/>  
<http://www.studentloanborrowerassistance.org/reverse-redlining-discrimination-and-for-profit-education>

### **Week 7. Exercise Worksheet.**

First class: Sample Exercise Worksheet. Exploration of Intentions, Beliefs and Assumptions. Students are presented with a case study involving the practice of "Redlining" by financial institutions and other businesses in targeted neighborhoods.

Second class: Exploration of Solution Expectations, Measurable positive and Negative Results. If a VBDM had been in place at Wells Fargo, Citicorp, Countrywide Financial and Washington Mutual would the housing crisis of 2008 have been ameliorated?

**Weeks 8 and 9.** Practicum execution. Each student will co-creatively and cooperatively work with the other students to analyze through the Values Based Decision Model their pre-approved subject. The Organizer will be responsible to insure that all students on the team disclose the personal values that they bring to the project. Each student will be required to serve on at least one other student's design team.

Each Organizer will be given ten minutes to summarize the successes and failures of their first attempt at using a Values Based Decision Model in front of the class.

A final paper to be presented discussing the choice of what the student chose to analyze, an analysis of the co-creative effort with other students, how biases (if any) were overcome by the model process, and the results and conclusions of the effort.

### **Required Texts**

Reading materials will be available on the internet or will be provided free to students who enroll.

### **Weekly papers**

A two-page, double-spaced (approximately 500 word) paper will be expected by the first class following the prior week's course work. The paper should demonstrate the student's knowledge of the material.

### **Grading Rubric**

**Attendance 9 points.** .5 point for each class attended.

**Weekly papers 14 points.** 2 points for each week's subject material demonstrating command of the material presented. Weeks 1-7

**Practicum Participation 10 points.** Points awarded by fellow students in participating design teams, covering effectiveness of student acting as Facilitator, Consultant, Recorder, Inquiring Member.

**Practicum Participation as Organizer 17 points.** Points awarded by professor and fellow students in participating design teams, covering effectiveness as student acting as Organizer.

**Practicum Final Paper. 50 points.** A final, 10-page paper outlining your experience as Organizer for a Design Team. Must include the schematic, team members, problem or proposal addressed, documentation of the discussion, and conclusion.

### **Personal and group success**

Success in this course work is not like many others where you will be measured solely upon your personal mastery of facts and single problem solving exercises. A great portion of your personal success will be dependent upon your co-creative efforts with both people you choose to work with and people who were assigned to your team. This is, of course, the way of the professional world.

To that end, if you are late to class, or miss class, if you are not engaged with the material on a timely basis, if you do not thoughtfully contribute not only to your own practicum but the practicum projects of the others in the class, personal success for everyone will be lost.

### **The importance of honesty cannot be overemphasized**

Sustainable decisions cannot be reached without honest agreement. If a student is opposed to a proposed solution from a personal values standpoint, the student should have the comfort of knowing that their values will not be judged, persecuted or held against them in any way. In return, each student should seek to honestly state their position. Hidden or secret agendas do not serve the cause of social sustainability and the forward progress of civil society.

### **Accommodations for students with disabilities**

Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.

### **Inclusivity Statement**

We understand that our members represent a rich variety of backgrounds and perspectives. The University is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value each other's opinions and communicate in a respectful manner

- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the community

## **SOU Course Presentation**

### **HON317 – Introduction to Planetary Management**

Good morning. Thank you for the opportunity to be here, to present our course syllabus for the Honors College, Introduction to Planetary Management

That may seem like quite the auspicious title, but if any group is going to be the future managers of our planet, is the university student of today. And what would be a university for, if it isn't to open the students' mind to the universality of our world?

This University's business is training the next generation of planetary managers – So let's look at the big picture. How do we want the planet managed? By political shenanigans? By special interests? We all talk about values, but what are they? When people talk about family values or national values, can they name a single one? Life, Liberty, and the Pursuit of Happiness is about as close as we can get with regards to national values.

We believe that there are seven core values that are irreducible, and these could be the basis for all decision making. These values are: Life, Equality, Growth, Quality of Life, Empathy, Compassion, and Love for Humanity. If these values were adopted as a baseline for decision making, we would have a much different planet. We could have *systems* that are sustainable for the next five hundred years or more.

This is how a planet ought to be managed. And so we start with one class in one university, and give the students in that class an experience unlike anything they are likely to gain at any other university in the world. This class, this *process*, cuts across cultural, racial, national and ethnic boundaries. What we talk about is not political, nor is it religious. One affects the whole, as much as the whole affects the one.

An individual must be aware that they are a part of that whole; if not, then they work alone in isolation for their own selfish purposes.

We all know about Material Sustainability (carbon footprint and the like), what about Social Sustainability? We are social creatures, yet we have no benchmark for how to create our social systems: Health care, elections, budgets, monetary policy, and so on, whether it is personal, local, citywide, statewide, national, or global.

Today many of our systems are beginning to fail. Some people have too much while others have nothing. Children are taking drugs, getting pregnant in high school, ending up in jail in numbers that were unthinkable 50 years ago. As many marriages fail as succeed. What do we do? We implement more social programs to provide high school daycare centers, drug treatment programs in jail, and cheap, no-fault divorces. These are not sustainable solutions, they are merely unsustainable fixes, *because we are addressing the symptoms, not the problem.*

Throughout the Western world, systems from trade to taxation to health care to water delivery to food production are breaking down, and governments are creating enormous, redundant and

financially unsustainable bureaucracies that aren't fixing the problems at all, but are expedient only for the next election cycle.

What we propose is a system that utilizes these seven values—just seven, very simple—as a way to design social systems so that they are flexible, fluid, and they work. This simple formula is about exchanging our current aggregations of special interests for workable, interlocking systems. This simple formula can be worked on any system from the way a family communicates, to the way we elect our representatives in Congress. It could be the basis of local budgeting to the way we educate our children.

*Eventually, this could change our whole world from a profit-driven economy to a service-driven one.*

This is essentially how the system works: One day my husband and I realized that we were getting older, gaining weight, and not feeling our best. We wanted to lose weight, feel better, live longer. So I began to do some research. After much discussion, much research, a lot of wailing and gnashing of teeth, we determined that we would turn our kitchen into a plant-based one, where we would cook fresh foods, absent meat and dairy. The *intention* was to become healthier through our diet.

This changed the way I shop for groceries. You can't buy a weeks' worth of bananas, nor can you buy a week's worth of mushrooms. They just don't last that long. So I had to shop more often. So I had less leisure time, but the food bill went down.

Suddenly, we had extra money. What would we do with that? Well, one of the things we did was take a look at our charitable giving. We had more money to put into that fund. And while we were talking about that, we made some conscious, sustainable decisions about who to give to and why, instead of just writing a check on the spur of the moment because we were influenced by a telethon.

These food changes snapped to the budget like two legos. But I spent more time at the grocery store. What activities did that affect?

When we were finished discussing menus, shopping, charitable giving, vacations, and everything else we engage in, we had a whole layer of Legos snapped together. These comprise our family *system*—the way we conduct our affairs. It is fluid, it is flexible, it is sustainable, and it conforms to our family values. At any point we can make a change. We can pop that yellow lego out and replace it with a white one. And we do that, as we get older, as our needs change, as our finances change.

But what about national issues?

Let's talk about the Affordable Care Act, for example. It is a flawed piece of legislation, and I think everyone agrees that it needs to be fixed. But if each little piece of the legislation had been designed using the values-based model that we propose to teach students in this class, there



would never be a discussion of throwing the whole thing out and starting over. The small part that didn't work would be discarded and replaced.

So how do we make these decisions? With giant committees? Or one person unilaterally deciding what's best?

Or, perhaps, something in between.

Our model is to make decisions using Co-creative Design Teams. In a moment, my friend Jeff Cutler is going to talk in more detail about these design teams, but they are made of 5-7 people, with roles clearly defined. They are given a problem to solve, and they break it into tiny little decisions. The Legos. Utilizing a simple plan of defining intention, values, beliefs, expectations and measurable criteria, we can begin to effect systemic change in our homes, communities, regions, countries, and ourselves.

In these small groups, all beliefs, biases, and assumptions are uncovered, all suggestions entertained. We hold them up to the seven core values, and if and when they conform, we assign to them measurable criteria to determine how we will know if the newly designed system is working. When a decision is reached, the team goes on to the next decision, which should snap to the first decision.

Functional societies have three main pillars of support: the social/societal, the governmental/political, and the financial/economic. These three areas need to function with stability and with sustainability in order to carry it into the far distant future.

What has occurred in the last 20,000 years of human social existence is that there has not been a unified means of approaching social, governmental, economic existence. It has simply been the urge to control developments so that one mindset, one philosophy, or one political orientation is dominant and gets its way. This simply does not work to sustain a society into the well distant future. What is needed are our societies—these three pillars—to develop a holism, an integral holism of all social, governmental and economic activities. When this occurs, then you will find that the purpose and the meaning of existence for a society will become known and expressed and will become a part of the enculturation for our societies, for each new generation.

We intend to bring to SOU Honors College a course in Planetary Management that will inform the next generation of planetary managers of a simple, yet effective way of decision making and finding solutions to problems that utilize *values* instead of quick fixes that are not sustainable in the long run. We intend to bring to the Southern Oregon students a course that they will remember as *the* course that changed their lives and began to transform the planet.

### **Design Team Functions**

- The Organizer picks a question to answer, a law to be analyzed, a subsystem to be verified, or an unsustainable situation to be re-designed to be socially sustainable

- The Organizer recruits the other members of the team from as many different disciplines as possible who share the same interests in the topic.
- The Team Facilitator initiates and manages team dialogue
- Provides non-toxic, non judgmental guidance
- Monitors evolution and development of team process
- The Consultant assists the Facilitator in maintaining group focus
- The Consultant provides a “centering” function to the team by maintaining long term perspective
- We recommend that the Consultant be a Faculty member
- The Recorder keeps notes and minutes of team meetings and summarizes the views and opinions of the members.
- The recorder keeps the model filled out when final decisions are reached.
- The recorder summarizes the findings of the team for publication and review.
- Inquiring Members’ prime role is to ask probing questions.
- “Asking meaningful questions is the most effective method of exposing assumptions and fallacies while offering the possibilities of acquiring knowledge and wisdom for taking actions that change the outcomes for those that are useful” --Peter Senge, *Synchronicity, the Inner Path of Leadership*

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