

# Course Syllabus **basic Global Education** Directed Individual Study Course

alternate course title: **Science, Technology, and Human Values**

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**Welcome, Students, Teachers:** Feel free to follow the plan provided here, or adapt the course and this syllabus to meet your particular needs. The course uses the *Choices We Make* booklet and **Project Worldview** website.

**Student Prerequisites for the Course** You should be:

- 1) high school age or older—ideally old enough to have learned some things of importance from intellectual exploration, but not so old as to have closed any doors to more such exploration,
- 2) intellectually curious, eager to learn and explore, concerned about building your understanding of reality / “the big picture,” looking forward to gaining insight into life’s “big questions,” and
- 3) able to respect other students’ beliefs / opinions different from your own—or at least keep quiet about them!

## **Overview of the Course**

- 1) It’s a survey course: lots of breadth but little depth. You’re not expected to initially understand everything!
- 2) This is not a course about teaching you what to believe. The "Neutrality Pledge" on the **project Worldview** website says "Your worldview should be uniquely yours...We won't force our beliefs on you! We will help you find your way in taking a free inquiry path to a worldview." Realize this pledge is constrained by a commitment to call out lies and misinformation. The course provides both a structure and jumping off places for educational exploration. We hope students use it to make sense out of "the confusion of existence," eventually find meaning in life, and make choices that bring happiness and promote planetary well-being.
- 3) This is a global education course focusing on whole systems and emphasizing the interconnections and interdependencies that traditional education can easily overlook. It extends boundaries of concern, and strives to involve the whole person—seen as a thinking, feeling, joining, and doing creature. The global perspective it provides is to be connected with broadening one’s worldview. The alternate course title suggests some focus on science in its broadest sense with social sciences included, and calls attention to its systematic approach.
- 4) This course focuses on important choices. It does this using the version 5.0 worldview theme structure with 104 worldview themes paired to define 52 choices. It helps one appreciate that life is full of choices and value judgments—some “black and white” straight forward, others difficult and depicted in shades of gray—and full of tradeoffs. And facilitates belief that a key path to meaningful change is for people to make different choices.
- 5) Other than 108 self tests—which are computer-scored and designed for student learning purposes only, unlike our other courses, this course has no unit or final exams. In lieu of a final exam, teachers of longer duration implementations of the course could require a five page paper on “What I’ve Learned About Myself From This Course.” If others are available to participate, this could be informed by playing the *Not-So-Trivial Pursuit Choices We Make* game. Students are also encouraged to use the online worldview analysis programs.

**Learning Objectives:** As a result of completing this course, you should

- 1) better appreciate what a worldview is, how it develops and why it is important,
- 2) better understand words / beliefs / background behind the important choices we make  
Note: this could especially benefit students faced with taking SAT / ACT, or latter GRE tests.
- 3) better appreciate the human heritage—physical, biological, and intellectual. And appreciate human nature, human values, and how all of this relates to you personally—and what you value.
- 4) better appreciate the complexities behind the search for answers to life's big questions, the various forms that some of those answers can take, and conflicts that arise out of these different answers,
- 5) better appreciate the need to explore new intellectual terrain, begin preliminary conceptual mapping of it, and avoid prematurely locking onto answers to life's big questions related to this terrain
- 6) be well-prepared to take the *Nurturing Global Citizens* followup course if you are so motivated.

**Course Schedule:** The course can be taken in various ways, including entirely self-directed, or as part of a larger group of students under the direction of a teacher or facilitator. With a very fast pace, a determined, motivated student working independently might complete the course in four weeks, with minimum of four hours per week of time invested. (Eight hours / week is suggested minimum.) A four week format suggests **week #1 choices #1-#13; week #2 choices #13-#26; week #3 choices #27-#39; week #4 choices #40-#52.** Of course those wanting to understand each of the choices in more detail are encouraged to read all of the many “Related Words, Beliefs, Background” encyclopedia entries for the choice (see Instructional Plan below) not just the suggested ones. And to take time to more thoroughly browse the numerous “More to Explore” links provided for each worldview theme. In this case, the time frame for completing this course could easily expand to fill a sixteen week semester, or even a whole year. Again depending on time available and instructor, initial and final weeks could involve additional work. Initially students will get an introduction to worldviews—the file called worldviews.htm—before tackling choice #1 material. A final week, after choice #52, might include playing the *Not So Trivial Pursuit* game, completing a capstone paper as previously mentioned, and doing worldview analysis. One person (cwm1.htm) and two person (cwm2.htm) programs are online for this.

### Instructional Plan

After an initial intro to worldviews and taking the four related selftests, you'll systematically consider all 52 paired choices. The starting point for each is its choice \_\_.htm file –its # goes in the blank. For each choice:

- 1) read each of the two (side by side) worldview theme descriptions
- 2) click on “Related Words, Beliefs, Background” page (infochoice \_\_.htm files) for the choice.  
This takes you to the mini-encyclopedia entries for this choice—there are dozens of entries and this course initially focuses your attention on five of them for each theme. Note the entries for the first theme are highlighted in yellow, those for the second theme in red. Note there are six additional entries highlighted in white—these are vocabulary / SAT words related to the choice.
- 3) Read those white highlighted entries first—they are typically short definitions
- 3) Read the yellow entries in the order listed. Some of the entries will direct your attention to other entries—read those as time permits.
- 4) Read the red entries in the order listed. Some of the entries will direct your attention to other entries—read those as time permits.
- 5) Click on the back to Choice # link to the bottom of the “Related Words, Beliefs, Background” page to return to the choice # starting point (choice \_\_.htm file) or use your browser’s go back arrow
- 6) Click on self test A and take the ten question test, note questions you missed and review them.  
Click on the Choice # link at the bottom of the self test. Depending on the need to review, either click “Related Words, Beliefs, Background” to review, or on self test B and take the ten question test.  
Again, note questions you missed and review them if needed proceeding as in step 5) above.
- 7) Time permitting: if you wish to learn more about the worldview themes involved in this particular choice, you can click on the link to each individual worldview theme where you’ll find many “More to Explore” links. Click on links of interest—these may get you involved in surfing the web. Of course at any time you can return to read more of the “Related Words, Beliefs, Background” mini-encyclopedia entries for the choice under consideration.
- 8) When you’re ready to move on to the next choice, from the choice # starting point (choice \_\_.htm file), click on the “go to next choice” link at the upper right.

Depending on time available, we suggest you take notes and at bare minimum record the correct answers to self test questions you missed. For those with more time—and instructors or facilitators urging you to do so--we recommend you keep a journal and record the following for each choice:

- 1) Describe the choice we’ve framed as you see it in your own words.
- 2) Describe the people most likely to prefer each of the themes paired together in this choice
- 3) Of the two themes, which one (if any) do you prefer and why? How strong is your preference?
- 4) If you have no preference, do you generally like, dislike both themes? Or find that neither theme is applicable to you?
- 5) Is there a particular narrow aspect of one of the themes that you like, despite disliking the rest of the theme?
- 6) What, if anything, are you still confused by or not understanding, with respect to this choice?