

Living Lab General Education Seminar Place-based Learning Summit
The BQX: Does ethical reasoning play a role in the discussion of public policy?

Problem

The Brooklyn and Queens waterfront is approximately 33 miles long, connecting a diverse set of communities and is utilized for numerous purposes.

Task

- Living Lab General Education Participants will engage in a mock summit: “The BQX: Does ethical reasoning play a role in the discussion of public policy?”
- Organizations represented:
 - New York City College of Technology, Brooklyn Navy Yard, Friends of the BQX, TransitCenter, Sunset Park Community Group
- Teams will answer the question **“Thinking about the Brooklyn Waterfront 10 years into the future and considering my organization; how will people move effectively among and between the communities?”**

Format

- 11:00 Teams will consider the presented “problem” (The Brooklyn and Queens waterfront is approximately 33 miles long, connecting a diverse set of communities and is utilized for numerous purposes.) and seek to answer the question (Thinking about the Brooklyn Waterfront 10 years into the future and considering my organization; how do we move effectively among and between the communities?)
- 11:10 Teams prepare for the summit utilizing an ethical reasoning approach
- 11:25 Each team will present their position (two minutes each)
- 11:35 BWRC’s invitation to continue the conversation during their Annual Conference
Moving Goods and People to, from, and along the Brooklyn Waterfront
March 31, 2017, 9:00 AM-4:00 PM, Brooklyn Borough Hall

Living Lab Fellow Learning Outcomes

- Seminar participants gather, interpret and apply Place-based Learning Practices in their teaching (Seminar Specific)
- Discern multiple perspectives (General Education)

Karen Goodlad, Director 031717

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Thinking about the Brooklyn Waterfront 10 years into the future and considering my organization; how will people move effectively among and between the communities?

1. *Recognize that there is an event to which to react.*
2. *Define the event as having an ethical dimension.*
3. *Decide that the ethical dimension is significant.*
4. *Take personal responsibility for generating an ethical solution to the problem.*
5. *Figure out what abstract ethical rule(s) might apply to the problem.*
6. *Decide how these abstract ethical rules actually apply to the problem so as to suggest a concrete solution.*
7. *Prepare to counteract contextual forces that might lead one not to act in an ethical manner.*
8. *Act.*

Developed using: Teaching for Ethical Reasoning in Liberal Education Robert J. Sternberg,
<https://www.aacu.org/publications-research/periodicals/teaching-ethical-reasoning-liberal-education>

Karen Goodlad, Director 031717