

\$20 Challenge Project

Phil 2200W: Ethics, Fall 2014

Instructor: Susan Hawthorne, schawthorne@stkate.edu

Throughout your project, I am here to help!

Project Description

With the \$20 challenge project, you put theories you learn in class into practice. What's the challenge? Working in teams of 4-5, do the most good you can with \$20! Some of the persuasive writing for the class is tied to the project: you'll write a convincing proposal for how you'll use the \$20, a progress report, and a thorough argument that your project really maximized the good you could do with the money.

Project Objectives:

The aim of this project is to help you:

- Make a difference.
- Be able to argue clearly, orally and in writing, for your own ethical decisions.
- Learn some ways in which the philosophical theories learned in class relate to your own life and the lives of other people.
- Learn some ways in which your own life and the lives of other people raise questions about the philosophical theories learned in class.
- Learn more about the issue you are addressing, and be in a better position to have and defend your own views on this topic.
- Take a project from start to finish: Define, plan, and carry out social action and activities.
- Develop civic engagement and leadership skills.
- Practice your organizational skills and ability to delegate tasks.
- Attain experience and skills to act on social problems.

Pick a project that:

- You are passionate about!!
- Makes a significant difference/change.
- Shows that you can take initiative.
- Allows you to use campus and/or community resources to accomplish your goals.
- Interests and challenges you.
- Meets the \$20 challenge! But...
- You can complete in the time available.

Time Commitment

This project is worth 1 credit out of the 4 credits you get for Phil 2200. St. Kate's says that you are expected to spend an average of 2 hours a week outside of class per credit, so you'll EACH be spending about 12 hours this semester actually doing

the project (so jointly, you'll spend 48 hours or more) and about 16 hrs (again, EACH) documenting, writing about, and preparing a presentation on your activities. Make sure you pick something you are passionate about, or it will be very hard for you to dedicate the necessary amount of time to your project!

Timeline

Sept 3: First day of class

Sept 17: Project introduction, first team meeting (in class).

Sept 22: Second team meeting (in class). Begin proposal draft.

Sept 24: Third team meeting (in class). Brief additional work on proposal; share and get feedback and ideas from others.

Sept. 29: Formal proposal due.

Oct 1: Feedback on proposals. If OK, you can get started!

Oct 6: Revised proposals due, if needed.

Oct 8: Feedback on revised proposals, if needed. Now all can get started!

Oct 1 or 8 – Oct 29: Do project.

Oct 15: Progress report.

Nov 3: Group presentations.

Nov 5: \$20 challenge analysis due.

Project Requirements and Grading

The project and associated writing constitute 150 points: 1/4 of your grade for the class. The 150 points will be broken into the following components:

Component	Points
Team meeting #1	2
Team meeting #2	2
Team meeting #3	2
Writing: Proposal	15
Writing: Progress Report	9
Presentation	30
Writing: Project Analysis	60
Overall project	30
TOTAL	150
Extra credit: 1-minute video	10

The "Overall project" points are based on the project's level of difficulty, the amount of work involved (appropriately gauged to the level of the assignment), organizational skills demonstrated, effective teamwork, seeking help when stuck, achieving stated or alternative goals, and the effective use of "ethical tools" [see Weston text]).

Proposal: Upload to D2L. The proposal will be about 3 pages long.

Think of this assignment as a grant proposal. Your proposal should formally request funding (the \$20). To convince the funder (me) that you should get the \$20, you'll need to explain (1) what the project is, (2) your goals for the project, (3) how you will accomplish the goals and when (a timeline), and (4) a rationale/argument for why your project does the most good you can with \$20 and the time allotted (12 hours *per student*).

Part of your proposal (Project description, Goals, and Timeline) should be **jointly written**. (You will get a start in working on this in class.) Each member of the team should begin her proposal with the same three sections. The fourth section, Rationale, should be unique, written by each individual student.

Those four sections in more detail (remember, each paper should include ALL sections in ONE document):

Jointly written:

1. What your project is. Make it clear exactly what your team will do, and what each student's role will be.
2. Your goal. What goal(s) is your group trying to achieve? Be sure it's clear how your project will achieve your goals.
3. Your detailed plans for accomplishing the goals. Who will you work with? Where? What will you do? Who will do what? When, exactly? Provide a timeline. Set goals that challenge you, but that are also doable. Note specific responsibilities for each student.

Individually written*:

4. Rationale. Convince the funder that:
 - Your goal is *ethical* (not just practical, or fun-loving, or...).
 - Your goal is *important*.
 - Your project achieves or contributes significantly to the goal.
 - Your plans will be effective in achieving the ethical goal.
 - Your project is *better* than some relevant alternatives (it will do the *most good*).

Once again: the uploaded papers will all start the same, with the jointly written section, but each will have a different rationale section.

*In the course of planning the project you will be discussing the rationale with your teammates and others—that is good! But do the writing on your own.

Progress Report: 1-2 pages, individually written, uploaded to D2L.

Think of this assignment as a report back to your funding agency. What have you been doing with the \$20? Are you on track to fulfill your goals? If not, why not—and what will you (you personally, and your team) do about it?

Presentation: In class; upload PowerPoint to D2L. Use PowerPoint or other presentation software, such as creating an e-portfolio. **Every team member** should work on preparing the presentation and should present part of the content.

Each presentation must include the following elements. But be creative about what you do with them!

1. **Introduction.** Explain your project and the basic goals in an interesting way. Let people know right away why your project and your goals are important.

2. **More about goals.** Give some background on the issue your project addresses, including some background research on the issue and good ways to address it. What are the *ethical* concerns your project is addressing?

3. **Documentation, telling the story.** What did you do? How did it go? Results?

Show some of the following, specifics depending on the project:

- a) Materials you created (Fliers? Baked goods? Art? Computer program?)
- b) Photos, videos, sound recordings of group members working on the project.
- c) Feedback: Letters or notes from other people about your work
- d) A timeline
- e) Etc.—creativity welcome!

Completeness and good presentation of the documentation are very important to the presentation grade!

4. **Objections.** Someone (an ethicist with a different view, or someone with a different political or religious viewpoint, or...) would *not* think your project/goals were important, and/or that your means of achieving your goals were effective. What important objections can you identify? How would you respond?

5. **Accomplishments.** Include all the following:

- Did your project meet the \$20 challenge? Explain! (How did your project make a difference? Convince the audience that you did the **best** you could with \$20 (and limited time).
- What values did your project promote or enact? Do these values belong to a particular family of values (see Chapters 3-8, Weston)? Which and why? (Or, why not?)
- Did your project accomplish what you hoped for? Explain.
- What **unexpected** things happened?
- What **unexpected** things did you learn or accomplish?
- Would you do anything differently next time? What?
- What would you recommend to others if they wanted to continue your project?
- Be sure to end on a positive note.

Project Analysis: Individually written. ~4 pages. Hand in to D2L.

Did your project do (ethical) good? The most good it could have? Why or why not?

Be sure to include:

1. **Summary of project.** A brief recap of what your project was, your ethical goals, and what you accomplished and how.

2. **Thesis statement.** What's your conclusion about the good/degree of good your project did? State this as the thesis that you need to argue for in sections 3-5.

3. Your **own assessment** of the **ethical goal's importance**. In this section, be sure to:

(A) Consider what you have learned about the five families of values we have discussed in class. (Do not discuss *all* the theories/families; instead, use relevant theories/families of values to carefully consider your project.)

(B) Present research/data to establish the importance (or not) of your goal's importance.

(C) Consider objections to the goal. Someone (an ethicist with a different view, or someone with a different political or religious viewpoint, or...) would *not* think your project/goals were important, and/or that your means of achieving your goals were effective. What important objections can you identify? How would you respond?

4. Your **own assessment** of the **project's effectiveness**. In this section, be sure to

(A) Give your group credit.

(B) Consider objections to the project. Someone would: *not* think your means of achieving your goals were effective. What important objections can you identify? How would you respond?

5. Conclusion.