

Projects for Comm 3513

You will see below the basic quantitative requirements for achieving a C grade on each project. That is what an “average” project would include. If you desire a grade better than a C, then you must create a more complete, better argued, more evidence-based and cited, and more complex project. You know what an “above average” or “excellent” project should look like. If you don’t then work above your abilities, get feedback, and then rewrite. You can look at the rubrics on Canvas, too, to see what needs to change to move up the “food chain” of grades.

1. **Comparative Case Studies:** Complete a set of case studies (3 for a C-level, 4 for a B-level and 5 for an A-level) that discuss the application of two designated ethical philosophies to a particular case. This is two philosophies per case study. They can be the same, or different in each case.. There is a minimum page length of two for each case study for a C.. **Due on November 7.**
2. **Analytical Paper:** Write a minimum of 8 pages analyzing the differences between the ethical philosophies covered during the initial phase of the course (virtue, deontological, utilitarian, social contract, communitarian), and based on your analysis argue for one or more of these as superior for decision making in communication. **Due on October 24.**
3. **Debates:** Participate in in-class debates (1 for C-level, 2 for B-level & 3 for A-level) that deal with the issues raised by the treatment of the other (alterity) in situations designated by the Professor. The focus, of course, is on how well ethics is demonstrated in decisions about how to resolve these issues. External research is required for participation in each debate.
 - a. Debate 1: Resolved that any person found to be guilty of sexual harassment in the workplace shall be required to pay their victim \$50,000 per incident. **Occurring on September 5.**
 - b. Debate 2: Resolved that any victim of a criminal act shall have the right, whenever the accused is convicted, to determine the appropriate punishment for the crime and to have this punishment administered immediately. **Occurring on September 12.**
 - c. Debate 3: Resolved that the federal government shall be required to provide a minimal maintenance income of no less than \$10,000 per person to all people, including children, who do not earn this amount annually through employment. **Occurring on October 15.**
 - d. Debate 4: Resolved that all artistic endeavors, including performing, plastic, representational and literary arts shall receive resources for education equal to that provided for athletics and STEM disciplines at all public and private high schools and colleges. **Occurring on October 22.**
 - e. Debate 5: Resolved that all members of any voluntary association or organization shall be considered equally culpable when any individual member of that

association or organization commits any crime against a non-member. **Occurring on November 9.**

4. **Community Assessment:** Using the perspectives on community taken from Wendell Berry, interview PBA students from different schools (5 for C-level, 6 for B-level, 7 for A-level) to discover whether they experience the university as a community. What is needed and what is the reality? What is missing? What is over/under-emphasized? Who is included in the community your interviewees describe? Only athletes? Only Juniors? Only students? Only pharmacy majors? What binds them? How does communication contribute to this community? **Ask important questions based on Berry.** Make sure to address the ethical dimensions of the community described. Write a minimum of 4 pages (C-level) and append transcripts of your interviews. **Due on September 19.**
5. **Major Case Study: *** (REQUIRED OF ALL STUDENTS)** Using the case study provided based on your own major, analyze it to determine what the most ethical approach would be in dealing with it. Make sure to base your analysis on the perspective of at least one major ethicist covered in the course, including specific perspectives/quotations from his/her work to demonstrate understanding, and apply this perspective clearly and appropriately to the situation. Use the Potter Box to complete your analysis. Write a minimum of 6 pages (C-level) to assure that you have provided a comprehensive analysis of the situation. **Due on November 30 .**
6. **Symbolic Systems Assessment:** Select a television advertisement. Watch it, probably several times. Television uses multiple symbolic systems. There is the text message itself. This text is usually embedded in a story or the conclusion of a story not told in its entirety. It uses one or more persuasive appeals. The actors or spokesperson uses non-verbal means to reinforce the appeals/claims. This includes dress in addition to facial expression, gestures, etc. The ad also has graphic elements, including logos, catch phrases, etc. Some use spokespersons with a history (Flo for Progressive, Mayhem for Allstate, etc.). This history is drawn on implicitly by the ad. The location assists, as do the colors, movement, and plot. So there are visual, graphical, spoken, and narrative systems in use. There may also be attention to warnings or side-effects, such as in pharmaceutical ads. And there are the unspoken assumptions in ads such as those for Viagra or Cialis, tampons or other feminine hygiene products. Write a minimum of a 5-page (C-level) paper assessing the use of these various symbol systems as a single persuasive event, attending to whether or not the overall effect desired is ethical. Is ethics a matter of language and other symbol systems or must consideration of ethics go beyond language? **Due on November 19.**
7. **Role-Playing:** Working with another student, work up a role-playing situation of at least 3-minute duration (C-level) in response to an issue designated in class. Make sure that the ethical issues that would emerge on this issue are part of your presentation. These will be due at various times during the course and you and your partner will volunteer for one as it is announced. B-level students may develop a longer scenario (at least 4-minutes) or be part of two different situations. A-Level students may develop at least a 5-minute scenario or be part of three different situations. **There are 3 opportunities for this. The**

first calls for the development of a situation, based on *Jayber Crow*, that deals with the issue of inclusion and exclusion in community. It is due on September 19. The second calls for the development of a situation, based on Aristotle, about developing virtue in a community to encourage flourishing. It is due on October 8. The third calls for the development of a situation in which one party has to try to convince not to indulge in their gadget fix by anticipating the purchase of a Galaxy Note 9 to replace their iPhone X. It is due on November 28.

8. **Video:** Working with one or two other students, create a 3-minute video (C-level) that illustrates the application of an ethical philosophy to a situation of racism, anti-immigrant outrage, homelessness, or eviction of a single-mother family with two children from a home that barely meets the minimum code requirements for occupancy. B- and A-level aspirants will produce longer and more complex videos. **These will be uploaded to the course website no later than November 5.**
9. **Speech Analysis:** Select a university graduation address delivered in 2017 on YouTube. Using one or more ethical perspectives from the course, evaluate this speech for its content and advice to graduates. Is the advice ethical? Realistic? Pro-community? Does it address alterity ethically or ignore it? Is the address propagandistic or grounded in sound logic and analysis? How is language used? Does the language use support the theme of the speech or contradict it in some way? Does the speaker demonstrate character/ethos to the audience? How does s/he do so? Would it make sense for the audience to follow the advice given (if any) by the speaker? Or is the speech merely propaganda that should be ignored or refuted? Make sure you quote copiously from the speech to support your analysis. This paper should be a minimum of 5 pages (C-level), 6 pages (B-level), and 7 pages (A-level). **Due on November 14.**
10. **Imagine:** Using the concept of the “veil of ignorance” proposed by John Rawls, and dealing with it in the context of a normal ethical situation that would arise within your anticipated profession (acting, PR, sports broadcasting, journalism, video or film production, etc.), imagine how, if the veil were used, it would change the dynamic of the struggle over a controversial play, PR campaign, sports scandal, discovery of fake news by your organization, the inclusion of gratuitous violence or nudity in a film, etc. If you can’t imagine such a situation in your profession, let’s talk/brainstorm together to do so. Then show how using the veil might result in different results from what is usually the case as your profession “solves” the dilemma of this situation. C-level work will require a minimum of 4 pages, B-level 5 pages and A-level 6 pages in response. **Due on October 5.**