

Outreach Project for Philosophy 103 (Ethics)

Brief summary of the project:

Choose one of the moral dilemmas from the [“moral dilemmas” document](#).

Pick five of the people in the relationship categories [listed below](#) and discuss the one moral dilemma you chose with each of them one-on-one, either in person or in a video chat.

Then, report, contextualize, and reflect on each of those conversations in your e-portfolio.

-Report = describe the conversation

-Contextualize = relate the ideas of the person you talked with to ideas in moral philosophy

-Reflect = consider what the conversation was like for you

Finally, compare and connect the analysis of the conversations to one another in a summary reflection, also in your e-portfolio.

When you create your e-portfolio, you should “Choose a template,” select “More templates” and select the template “Demo portfolio for Ethics ONLINE”. This is **very important**. Using this template will automatically create several pages in your e-portfolio, with instructions on each page. This will make it easier for you to create your portfolio. The outreach project is one of many components in the portfolio, and using the correct template will help you to ensure that you do not overlook any of the required components of your portfolio in the end.

As you’ll see in the list below, you can choose to discuss your chosen moral dilemma with people already in your circles, people who are outside your circles, or mix things up. In the conversation, persist in playing the devil’s advocate and interrogating them, driving at the “why”. Why do they believe what they believe about what’s right and what’s wrong in the moral dilemma you presented to them? The conversation doesn’t have to be in private (public spaces are fine), but it must be a one-on-one conversation, not a group conversation. Each conversation should last at least 5 minutes and no more than 15 minutes. **You may not count one person in two categories** (for instance, if a new friend is also a BHCC student, they can count as “new friend” or “fellow BHCC student” but not both; if you live with your mother, she can count as “your parent” or “someone who lives with you” but not both).

For each person, please REPORT in writing their response to the dilemma, CONTEXTUALIZE their response in relation to important ideas in moral philosophy (this may require some research), and REFLECT on what the experience was like for you.

Each person should be a separate sub-page in this section of your e-portfolio (remember, you’ll have made your e-portfolio using the template “Demo portfolio for ethics ONLINE”).

REPORT is just what it sounds like--give us a short synopsis of the conversation, without commenting on it.

CONTEXTUALIZE the response means put it into context in relation to other philosophers. Your person probably has agreed, often without knowing it, with some larger moral philosophy. Would your partner agree with utilitarianism? Would your parent agree with Immanuel Kant? We are encountering some moral philosophies in our course, but your people might not fit into the categories we're discussing, so this might require some research. Identify the moral philosophy each person seems to be aligned with, and explain why that is the case.

REFLECT on what the experience was like for you. How did you think of follow-up devil's advocate or why questions? How did it feel to you to ask someone in this relationship to you questions about moral philosophy? Had you ever had philosophical conversations with this person before--and if not, what was it like to have a philosophical conversation with this person for the first time? What surprised you? Do you think the person was honest about what they believe? Why? Each person should occupy one of the **sub-pages** on this section of your e-portfolio.

Then, after all of this is done for each person on each sub-page of the "Outreach project" section of your e-portfolio, please write a 500-1000 word **summary reflection**. In this summary reflection essay, please compare the different conversations and contexts and experiences. Look for connections and points of contact, as well as interesting differences between your various interview subjects. This should be the final page of this section of your e-portfolio.

On the e-portfolio, you will also need to include a brief (50-200 words) introduction to what this project is, because your e-portfolio is written for readers who aren't necessarily part of our class.

When it comes time to submit the project, you should submit a [link](#) to the e-portfolio section where you have placed all this information, [submitted in Moodle in the assignment marked 'Outreach Project'](#).

Remember, use the **template** for this course! When you create your e-portfolio, please choose "choose a template" and then click "more templates" and select the appropriate template for our course. Our course's template is titled:

"Demo portfolio for ethics ONLINE"

Using the template will make your life [so much easier](#) for this project and future projects in this course.

[Why are we doing this outreach project?](#)

1. Because philosophy is public and social. Many ancient traditions of philosophy from Greece, India, China, and other places made philosophy a public practice. Philosophers taught and studied in public spaces (like parks, open-air markets, and crossroads) and engaged random strangers in philosophical conversation, while also developing deep relationships with fellow philosophers. This is a key element in the study of philosophy.
2. Because past students in BHCC's philosophy courses have reported that the most unexpectedly enriching learning experience they had related to the course happened when they were talking to people outside the course about philosophical concepts. Mostly, this happened unexpectedly and *not* because of an assignment. This project is a way to try to make this enriching activity something that you earn credit for and intentionally incorporate into your learning in the course.
3. Because one of the outcomes that is fundamental in this course and at BHCC in general is taking your learning into your wider communities. In other words, you "export" knowledge and capacities from a course to other parts of your life, and other people in your life. This project gives you the opportunity to do that.

Examples

Here is one strong example of the project by Paulina.

https://bhcc.digication.com/paulina_baez_zepeda_ethics_in_my_life/Introduction/published

Please keep in mind that this is one of many good approaches to the topic. Here's another, by

Kristine: https://bhcc.digication.com/social_insights_and_acts_of_kindness/Introduction

LIST OF POSSIBLE RELATIONSHIP CATEGORIES (choose five)

NONE OF THESE PEOPLE MAY BE STUDENTS IN ANY SECTION OF PHL 103 (Ethics) THIS SEMESTER

Someone who is a total stranger to you

Your partner/lover/spouse

Your parent (step-parents count if the relationship feels parental to you; grandparents count if they raised you, etc.)

A child in your life

Your child

Your sibling (step-siblings and half-siblings count if they count as siblings to you!)

A fellow BHCC student

Someone who lives with you

A student at a four-year college or university that you would like to transfer to

Someone currently working in the career you aspire to

Someone at least 35 years older or younger than you (so, if you're 55, you could talk to a 20 year old or an 80 year old, if you're 25, you're choosing someone aged at least 60, if you're 70 you're choosing someone aged 35 at most)

Someone who is one degree of separation from you, whom you have met but don't really know well. (Example: your friend's partner)

A new friend (less than 3 months)

An old friend (more than 3 years)

Someone you know who was born in a different country from yours and lived there until at least age 14

A BHCC faculty or staff member *WHO IS NOT ALSO A STUDENT*

A person in a position of authority over you (for instance, your boss)