Brave New World Group Projects  (see directions on page below)

Aldous Huxley used his novel *Brave New World* as a means to express his concerns about the future of the world from his perspective in 1932. Time has shown Huxley to be very accurate in many ways. While he initially felt that some of the problems he warns of would not occur for 100 years, within two and a half decades he felt that many already existed. So in 1958 he wrote another book, *Brave New World Revisited*, a series of essays in which he discusses the positives and negatives of many of his concerns, including overpopulation, quantity/quality/morality, communication (specifically propaganda), persuasion (brainwashing, conscious and subconscious), chemical persuasion, education, among others.

Also, in 1958 Mike Wallace, currently an investigative reporter on CBS’ 60 Minutes, interviewed Huxley, in which Huxley revealed many of his concerns and fears for America's future. If you missed the interview in class, you can watch it at http://www.hrc.utexas.edu/multimedia/video/2008/wallace/huxley_aldous.html.

Much of what Wallace and Huxley discussed is eerily familiar today, 53 years later. One can only wonder what Huxley would think of the world we live in if he were alive today. Many of his concerns about the world remain today.

**Research Project Purpose and Focus:** For your group projects, become the Huxleys of the 21st Century. One only has to look at the front pages of the newspapers or the home pages of news web sites to recognize issues from the pages of Huxley's novel or imagine Huxley raising a warning flag on some new developments.

What similar issues exist today in our country or in the world today? How and where are they manifested? Describe the issues as they exist and then examine what benefits or concerns they raise for the future.

What new concerns or developments today would raise red flags for Huxley?

**DO THIS:** Identify an issue the U.S. or the world faces today and do all of the following.

- Research the origins and causes of the issue.
- Examine the pros and cons related to the issue. What are the strengths/weaknesses? What are the advantages/disadvantages? How will the issue’s future help or hinder society? Argue one side or debate various viewpoints and perspectives. Who are the stakeholders and what's at stake?
- Emphasis should be placed on the current status of your issue both in the U.S. and abroad.
- Offer your recommendations for the future. Consider 1) the short term and long term impacts, 2) solutions or alternatives to the issue, 3) problems yet unseen worthy of investigation  4) steps the American people and/or government must take to assure America's future success and/or the world's sustainable future, and 5) other projections you feel are necessary.
- Relate your research to Huxley's ideas in *Brave New World*.

Some topics to consider:

World problems — Huxley's novel suggested a number of ways to resolve the problems of the world including those listed below. You may select from these ideas discussed within the novel and/or you may address other current issues.

<table>
<thead>
<tr>
<th>Overpopulation</th>
<th>Pollution (climate)</th>
<th>Communication/Technical advancements</th>
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<td>Procreation</td>
<td>Abortion</td>
<td>Society's handling of death and the dying</td>
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<td>Labor problems</td>
<td>World instability</td>
<td>Prejudice (racial,ethnic,gender, etc.)</td>
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<td>Biological threats</td>
<td>Marriage/Family</td>
<td>Drug Abuse</td>
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<td>Education (including conditioning)</td>
<td>Cloning, stem cell research, genetic engineering</td>
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<td>Economy</td>
<td>(consider privacy issues, insurance, career choices, etc.)</td>
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1. Attached you will find a description of the Brave New World group research project. Sign up is on a first come, first serve basis. Only one group per class may research the same topic.

2. Each team should consist of 3-5 people. Each person in the team is required to do an EQUAL amount of work. All group members are required to be in class on presentation days. Only personal emergencies will be considered as excuses. Students not present on the assigned presentation day(s) will receive a zero on this assignment. Students who have not passed the speech proficiency, may use this project to fulfill one of the graduation requirements for the speech proficiency, IF the person speaks for a minimum of three minutes before the class and earns a grade of C- or above.

3. Two grades will be given on this project:

<table>
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<th>Required for group grade</th>
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<tr>
<td><strong>Grade #1: GROUP OUTLINE OF TEAM PROJECT.</strong> All members of the group will receive the same grade. Group outline should consist of an overview of what the group plans to present in OUTLINE format and describing specific areas to be. Each person in the group should be assigned an equal portion of the work to be done and to be presented. This outline is due at the end of class on Friday, November 12.</td>
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<tr>
<td>Required for individual grade</td>
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<tr>
<td><strong>Grade #2: INDIVIDUAL PRESENTATION GRADE.</strong> Use this section as your CHECKLIST of what is REQUIRED.</td>
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<td>a) <strong>The oral presentation:</strong> Each individual will receive a separate presentation grade based on content of presentation, integration of thorough research, delivery, and effectiveness. <strong>Creativity in presentation will be a factor as well. Seek to make your presentation intriguing, educational, and interesting for your audience. Standing and reading are not acceptable modes of presentation.</strong></td>
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<td>b) <strong>A review of literature:</strong> For each article in your Works Cited, provide a review of literature to include each of the following: [See attached model for reference.]</td>
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<tr>
<td>• Brief summary of the article.</td>
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<td>• Critical analysis of the validity of the article. Consider these:</td>
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<tr>
<td>- legitimacy of source, both the publisher, the publication, and/or the author</td>
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<td>- timeliness of source (e.g. an article on cloning written in 1985 would be outdated and most likely inaccurate given research developments in recent years).</td>
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<tr>
<td>• Focus of article. How does the article provide you with additional insights not available in your other articles? How does it give you new perspectives?</td>
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<td>c) <strong>A properly formatted Works Cited, using the MLA style guide.</strong> You must have a minimum of 5 (FIVE) valid, credible, current sources. Your sources should be varied. Do not rely solely on one type of source. Use the databases.</td>
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<tr>
<td>d) <strong>A properly formatted outline, MLA style,</strong> of the key points of your presentation.</td>
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4. Format of group projects: To some extent groups are at liberty to choose their own format; however, use the project descriptors as guidelines for what information needs to be included.

   1. **Length:** Each group project should be between 15-30 minutes in length. [That means that each person speaks for roughly 3-6 minutes.] Five additional minutes will be allowed at the end for audience questions. Group members should be prepared to address these questions and/or to defend their positions.

   2. **Modes of presentation [Some ideas, but you may do something else with my approval]:**
      1) Debate format, as in forensics debate or a “Crossfire” debate as seen on TV. If you need information on debate format, see me. This format uses techniques of persuasion only.
      2) Panel discussion — Each person selects one aspect of the information to be covered and presents that aspect to the class audience. Note: Panel discussions have a moderator whose job it is to introduce the topic, introduce each panel member and his/her topic, and to sum up the presentation. The moderator may participate as a panel member. Your presentation may be informative, persuasive, or both. If persuasive, you should have an equal number of speakers on the pro and con sides, so as not to “load the sides.”
      3) Power Point or Prezi presentation — Be sure you can prepare the material within the time constraints of the project. You should be proficient with Power Point or Prezi before selecting this as a mode, as you will have no time to learn how to use it during this project. Your presentation can be either informative, persuasive, or both. Follow the rules of visual presentations on Mrs. Jones’ Presentation Powerpoint.
      4) A format of your choosing. Please see me for approval in advance.

3. **Inclusion of novel:** All projects should reference the novel, utilizing quotes, concepts, themes, etc.

4. **Visual aids:** Visual aids will definitely improve a presentation. Make sure that all visual aids are easily readable and are visible to everyone in the room (including those in the back).
Sample Works Cited Entry with Review of Literature (aka Annotated Bibliography)

Remember: Two Parts!
Part #1: Works Cited: Follow MLA Style Guide (exactly)!
Part #2: Review of literature. Include ALL 3 PARTS:
1. Brief summary of the article.
2. Critical analysis of the validity of the article. This includes the following:
   - legitimacy, validity of source, both the publisher, the publication, and/or the author
   - timeliness of source (e.g. an article on cloning written in 1985 would be out-dated
     and most likely inaccurate given research developments in recent years).
3. Focus of article. How does the article provide you with additional insights not available in
   your other articles. How does it give you new perspectives.

Follow the models below:

This book focuses on “a psychiatrist who explores antidepressant drugs and the remaking of the self.” The
author describes different people, their treatments using Prozac, the reasons they take the drug, and the
effectiveness of the drug in their treatment. He also explains the side effects of Prozac. This book is not as
reliable as the other books I used because it is the oldest book I found. However, it is also cited as a source
in one of the other books, Prozac Backlash. The book did provide me with information I used, especially in
the descriptions of how different people responded to the drug in different ways.

This article explains how antidepressants work on the brain and the relationship between the use of these
drugs and how individual drugs can increase brain steroids that may cause brain damage. This article was
written by a researcher for publication in a science journal, so the information is very valid; however, I found
it difficult to understand all the scientific terminology the author used. This article would be best understood
by a chemistry major, but the summary of key findings at the end of the article gave me facts and statistics
that I was able to use in my project.

OR YOU CAN BULLET THE INFORMATION AS FOLLOWS:

- **Summary:** This book focuses on “a psychiatrist who explores antidepressant drugs and the remaking of
  the self.” The author describes different people, their treatments using Prozac, the reasons they take the
  drug, and the effectiveness of the drug in their treatment. He also explains the side effects of Prozac.
- **Analysis of article validity:** This book is not as reliable as the other books I used because it is the oldest
  book I found. However, it is also cited as a source in one of the other books, *Prozac Backlash*, so though the
  information is dated, it was credible at the time of publication.
- **Focus of article:** The book did provide me with information I used, especially in the descriptions of how
different people responded to the drug in different ways.

Don’t forget to follow these MLA Works Cited rules!
- Alphabetize the Works Cited by the first word in each entry.
- Use hanging indents for the second and subsequent lines of each Work Cited entry.
- Remember to put periods at the end of all your citations.
- Preparing a Works Cited is like playing “Simon Says.” The MLA Style Guide is Simon, and you must capitalize,
punctuate, and order each item in an entry exactly the way it is formatted in Simon, aka the MLA Style Guide. You may use the website resources I give you
  in class for proper MLA citation formats.