Community Connections: Digitally Enhanced Community-Based Learning in Philosophy

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Project Steering Committee

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Abstract

Community Connections, a digital workspace and archive, will facilitate community-based learning in ethics classes and dissemination of results to communities and scholars. Community-based ethics projects strengthen campus-community ties, teach students to reason about real-world issues, and inspire philosophical research. *Community Connections,* suitable for a wide range of projects, will solve practical problems in implementation and sharing of results by linking existing collaboration tools, such as wikis, with an archive that records process and displays end products. This will simplify organizing, participating in, sharing, and studying the results of community-based projects conducted in philosophy classes. Community Connections will thus allow more students and communities to benefit from philosophically informed projects. To show nationwide feasibility, *Community Connections* will pilot at three institutions: a liberal arts college, a regional university, and a technical college serving low-income and minority students.

Project Description

Philosophers, like scholars in many areas of the humanities, are developing an interest in community-based pedagogy and scholarship. Community-based learning, and the research stemming from it, can benefit campus and community by replacing cynicism and polarization with critical analysis, civil dialogue, and an understanding of the common good. One tested approach, developed and used by the three project co-directors at their diverse institutions, asks students in ethics classes to devise and complete projects that make a positive difference in their communities. For example, in semester-long projects, students have organized workshops on economic injustice, taught critical thinking and rudimentary philosophical concepts in high schools, promoted "Meatless Mondays," and organized a winter coat drive. Such projects successfully unite students, faculty, and their institutions with communities, build students' interest in philosophy and develop their skills, offer research opportunities to philosophy faculty, and tangibly benefit communities. However, the projects could have much more impact, and many more instructors, students, and communities could be inspired to undertake them, with digital enhancements that ease start-up, facilitate communication among participants, promote project continuity, make products and results publicly accessible, and record the process and products for analysis. Funded by American Philosophical Association, the *Community Connections* steering committee will plan and pilot a digital platform that combines tools for collaboration, communication, archiving. After a successful test period at St. Catherine University (a liberal arts college), Pacific University Oregon (a regional university), and Hennepin Technical College (a technical college serving low-income, minority and immigrant populations), we envision expanding the project to other colleges and universities.

A project that created a community recipe book provides a simple example of *Community Connections'* usefulness. Without the platform, two college students asked middle school children in a region with a low-income, Puerto Rican immigrant population to bring family recipes to school. The college students reflected on the connection between their community-

based work and topics covered in their environmental ethics class, including food ethics; what various ethical theories might say about the project; and the connection between environmental, health and social justice issues. They adapted the recipes for health, cost, and use of local produce, and then offered the adapted versions in a print book to the children and others at a local festival. This project benefited the students and the community as a whole, but it also had some drawbacks common to many community-based projects, difficulties which could be addressed by *Community Connections*. One difficulty is continuity. The college students moved on, as did the middle schoolers. A written record of the work remains in the form of the recipe book, but notes on the students' connections with community members are scattered. This hampers students, faculty, and community members who want to build on the success. A second difficulty is assessment. How much did the community benefit? What, exactly, did the students get out of doing this? More generally, what type of community-based project tends to have a positive impact on communities and on students? These difficulties increase for more ambitious, ongoing projects involving multiple students and community partners, such as mapping a city's environmental hazards or working with the local school district to introduce philosophy in high schools.

Community Connections* will be designed to solve these problems, and to inspire new projects and research. Early discussions funded by the grant will finalize the functions desired, but the platform is likely to include coauthoring tools, e-portfolio capabilities, communication tools including on-site messaging, and a private area for instructors to assess student work. With the platform in place, the middle schoolers involved in the recipe book project could have entered their recipes on the site and worked online in real time with the college students to make the recipes healthier. Students working with the local school district to introduce philosophy in high schools could compile and store their results, and record methodology on the site, allowing next semester's students to continue the project and be more efficient and effective.

The platform will also include a robust archive, much of which will be public, so that future students, faculty, and community members can build on our successes. Next year's middle schoolers and college students could comment on each other's philosophical reflections, creating much needed philosophical dialog. But they could also expand the recipe book or coordinate a community event based on it. The recipe book project, which originated by Dr. Hawthorne's liberal arts students, could be emulated by Dr. Janzen's Somali immigrant students at Hennepin Technical College. Students who assist local teachers in introducing philosophical concepts in high schools or those trying to get philosophy taught in high school regularly could communicate with faculty and students at other universities who are trying to do the same thing. Central to the goals of campus-community partnerships, the public archive will become a community resource—a way to ensure that communities reap the benefits of joint projects.

The archive will also strengthen community-based pedagogy by improving the ability to assess the effects of civic engagement on individual students, the teaching institution, and the community. Researchers could devise measurable criteria, like how many times the recipe book was accessed or how many philosophy lessons were taught in a certain area. Feedback from community partners, students, and faculty could be stored and assessed over time. (Dr. Ramona Ilea's students, who taught critical thinking in local high schools received very positive feedback that would be very encouraging to future students who want to do a similar project). Different types of projects could be compared for efficacy on measures of long-term student outcome or community feedback. Finally, the archive will give professors a wealth of concrete examples against which to measure philosophical concepts. Researchers will gain an opportunity for fresh

perspectives and a way to challenge or support current philosophical ideas. For example, philosophers can use the examples to reconsider the boundaries between theory and practice, rethinking ways in which social engagement and applied ethics are "philosophical."

Significance

With its unique set of digital tools, *Community Connections* will simplify organizing, participating in, sharing, and studying the results of community-based projects conducted in philosophy classes. This will allow more students and communities to benefit from philosophically informed projects. The system's archive will hold multiple examples that will help faculty enrich or challenge ethical theories. As more institutions and communities join, the system will have wide impact on ethical reasoning, pedagogy, and practice.

No public portals allowing collaboration and archiving for community-based learning in philosophy classes now exist, despite philosophers' increasing interest in civic engagement. The September 2011 issue of the journal *Teaching Philosophy* (in which Project Directors' Ramona Ilea and Susan Hawthorne's article "Beyond Service Learning: Civic Engagement in Ethics Classes" is featured) was dedicated to the role of civic engagement in philosophy pedagogy, to cite one example. Several large conferences in 2011 focused on socially engaged philosophy. Additionally, the *Public Philosophy Network* (http://publicphilosophy network.ning.com/) aims to enhance communication among affinity groups interested in socially engaged philosophy. Non-philosophy sites offer a model for our project, though none are widely used by philosophers and none offer all the functions we plan to provide. CIVNET, a project of CIVITAS International, Campus Compact (http://www.compact.org/) and Volgistics (http://www.volgistics.com/) all house resources, communication tools, and some finished products to link people engaged in civic education around the world. But the ability to create collaborations among philosophers and between philosophers and community members differentiate *Community Connections* from these resources. *Community Connections* would also include more tools for collaboration on end products and would share end products publicly with other philosophy instructors nationally and even internationally.

History of the Project

Community Connections will expand the work that Drs. Ilea, Hawthorne, and Janzen have been doing for the last few years. They have successfully developed and implemented civic engagement projects in their ethics classes for the last few years. Furthermore, Drs. Ilea and Hawthorne's coauthored paper, "Beyond Service Learning: Civic Engagement in Ethics Classes," published in the journal *Teaching Philosophy*, describes the approach, its significance, and how to implement it in diverse philosophy classes and institutional settings. Together, Drs. Ilea, Hawthorne, and Janzen have also presented their research on this topic at an American Association of Philosophy Teachers' session at the 2011 APA Central Division meeting.

Institutional Support

Community Connections unites core initiatives on the Pacific University, St. Catherine University, and Hennepin Technical College campuses. Each institution strongly emphasizes community based learning. St. Catherine University's Center for Community Work and Learning and Pacific University's Center for Civic Engagement, two active and established centers,

strongly support community-based learning by providing infrastructure, ongoing community connections, and course mentors. While Hennepin Technical College has no established center for civic engagement, their strong tradition of community internships, practicums, and outreach to under-served populations will provide infrastructure and support for the project. Despite these rich resources, each institution sees gaps in continuity and assessment that can be filled by *Community Connections*.

All three institutions are well poised to assist with this form of digital integration. Pacific University's Berglund Center for Internet Studies has assisted with Internet-enabled projects for over ten years—including community-building projects—providing guidance, staff services, and equipment as appropriate. The University has also added a Center for Educational Technology and Curricular Innovation; its director, Mr. Weiss, is one of this project's consultants. St. Catherine University also supports digital initiatives and cross-institutional collaboration. Its McGlynn Computer and Technology Center supports curriculum through a variety of online interactive learning modes. Hennepin Technical College is committed to innovation, and, as part of the Minnesota State Colleges and Universities system, a wide network is available to provide resources and disseminate results.

Timeline

Work on the project will proceed in four phases:

In **Phase 1 (March-April 2013),** before the development of the *Community Connections* digital platform, we will consult our core collaborators, community partners, other philosophy professors, and students to gather feedback about goals and needs drawing on our past successful experience with civic engagement projects. Planning will also address technological concerns.

Phase 2 (April-July 2013) is the development phase, which will include design, testing, debugging, and launch of *Community Connections*.

In **Phase 3 (August-December 2013)** we will use *Community Connections* in one class at each institution, with the involvement of appropriate community members. At the end of the semester, we will also conduct a set of focus groups and send out surveys. At this phase, some content—such as past successful projects, documents explaining the project, and an invitation for future participation—will be publicly available, but other institutions would not be able to develop their own sections on the site.

In **Phase 4 (January-February 2014)** we will assess the project and launch a full publicity campaign. Working with the Offices of Institutional Research as our universities, we will analyze the data collected in the focus groups and surveys and finalize a report and a research paper. Furthermore, we will plan an extension of the present project, funded by a larger grant, in which the pilot project is opened to additional modules created by colleagues at other institutions.

Budget Narrative and Budget

Pacific University Oregon, St. Catherine University, and Hennepin Technical College will provide salaries for members of the project directors while they work on this project. Pacific University Oregon will provide a sabbatical release for project director Ramona Ilea for the 2012-2013 school year. Pacific University Oregon, St. Catherine University, and Hennepin Technical College will fund students' civic engagement projects. They will provide computer equipment for the program directors. They will also have free scanning and copying of materials

for the meetings with faculty, students and community members as well as for the focus groups. In addition, they will provide rooms for meetings free of charge and parking for attendees at meetings. Pacific University Oregon will pay Ramona Ilea's costs for going to the "Advancing Public Philosophy" conference in Atlanta, Georgia (plane ticket, lodging and per diem) while St. Catherine University will pay Susan Hawthorne's costs for going to this conference (plane ticket, lodging and per diem).

Because Monica Janzen has minimal funding for travelling to conferences from Hennepin Technical College, we are asking the APA Grant to fund her travel to the "Advancing Public Philosophy" conference. This conference will enable us to present our work, network with other philosophers interested community based learning, publicize our project, and form connections that will be extremely valuable in spreading the word about *Community Connections* once the site is up.

Web site hosting will cost $20/month, for a total of $240 for the year. The programmer and graphic designer will charge us $30/hour; this pay rate is on the low range of what is typical for software developers. We estimate him needing eighty hours to implement all the features we hope to have on *Community Connections*. He will be using open-source software and no software expenses are anticipated. We also do not expect to need any new computer hardware as we will be using off-site hosting.

Because the project includes three community meetings at each institution—attended by a project co-director, community-based learning coordinators, librarians, other philosophers, students, and community members—the budget includes a small amount of money to cover snacks at each meeting. We will have three meetings (one at each institution) and are asking for $150 per meeting.

In order to motivate students to attend our focus groups and take our surveys, we are will have food at the focus group meetings (about $100 per meeting for a total of $300) and offer raffle prizes. Having two $50 prizes per focus group for a total of three focus groups (one at each institution) would require $300. Two $25 prizes per survey for a total of six surveys (two at each institution) would also require $300.

Finally, we will offer a small honorarium for six philosophers and e-portfolio specialists consulted with the project. At $100, this would add to $600, making the total funding we request from the APA $5,000.

Funding Provided by Our Institutions:

	Pacific University Oregon	Hennepin Technical College	St. Catherine University
Salaries for project directors	✔	✔	✔
Sabbatical release for project director Ramona Ilea	✔		
Computer equipment	✔	✔	✔
Some funding for students' civic engagement projects	✔	✔	✔
Scanning and copying of materials for the focus groups and for meetings with faculty, students, and community members	✔	✔	✔
Parking for students and community members attending meetings and focus groups	✔	✔	✔

Ramona Ilea's attendance at the "Advancing Public Philosophy" in Atlanta, Georgia conference (plane ticket, lodging and per diem)	✔		
Susan Hawthorne's attendance at the "Advancing Public Philosophy" in Atlanta, Georgia conference (plane ticket, lodging and per diem)			✔

Note: Pacific University will not charge the 36% institutional fee it usually charges per grant.

From the APA, we are asking for:

Item	Calculation		APA
Travel for Monica Janzen to go the "Advancing Public Philosophy" conference in Atlanta, Georgia March 14-16, 2013	Plane ticket at $350. Lodging at $150 ($50 per night – sharing with the other project directors). Food: $150 ($50 per day)	$350 + $150 + $150	$650
Web site hosting ($20/month) March 2013-March 2014	12 months at $20 each	12 x $20	$240
Programming and Design March 2013-March 2014	72 hours at $30/hour	72 x $30	$2,160
Food for meetings with faculty, students and community members April 2013	3 meetings (1 at each institution) at $150 each	3 x $150	$450
Food for focus groups with students using the site November 2013	3 focus groups (1 at each institution) at $100 each	3 x $100	$300
Raffle prizes for students participating in the three focus groups November 2013	Two $50 prizes per focus group. A total of 3 focus groups (1 at each institution).	2 x 3 x $50	$300
Raffle prizes for survey about *Community Connections* (see assessment section) November 2013	Two $25 prizes per survey. A total of 6 surveys (2 at each institution).	2 x 6 x $25	$300
Honorariums for philosophers and e-portfolio specialists consulted with the project September 2013-March 2014	Six in total at $100 each.	6 x $100	$600
Total			**$5,000**

Other Grants

If received, this funding from the APA (together with funding from our institutions) would be sufficient for the first phase of our project (March 2013-March 2014). This seed funding would help establish the project.

Once *Community Connections* is established, we envision an extension of the present project, funded by a larger grant, in which the pilot project is opened to additional modules created by colleagues at other institutions. We are considering the following grants for the next stage of the project:

- Association of American Colleges and Universities "Bringing Theory to Practice" Grants: http://www.aacu.org/bringing_theory/fundingopportunities.cfm
- Berglund Center for Internet Studies Faculty Fellowship: http://bcis.pacificu.edu/awards/facultyfellows.php
- Digital Humanities Start Up Grants http://www.neh.gov/grants/odh/digital-humanities-start-grants

Designated Fiscal Agent

Given that the principal investigator for this grant is Dr. Ramona Ilea at the Pacific University Oregon, the fiscal agent for this grant application is:
Christopher Wilkes
Vice Provost for Research, Office of Research
Pacific University, 2043 College Way, Forest Grove, OR, 97116
wilkesc@pacificu.edu, 503-352-1479

Advertising

Once we have a functioning prototype system with Pacific University, Hennepin Technical College and St. Catherine University components, we will begin advertising our site to other colleges and universities. The public areas of the web site, accessible to other colleges, will inspire interest in participation and duplication of this initiative, and we will promote the model through conference presentations, the Internet, scholarly literature, and networking. The following are some of the venues we will use to publicize our site (listed in alphabetical order):

- American Philosophical Association, http://www.apaonline.org/ if possible
- APA Committee on Public Philosophy, http://www.publicphilosophy.org/
- Campus Compact, http://www.compact.org/
- Ethics Etc: a Forum for Discussing Contemporary Philosophical Issues in Normative Ethics, http://ethics-etc.com/
- EthicsUpdates, http://ethics.sandiego.edu/
- EthicsShare, https://www.ethicshare.org/
- In Socrates' Wake: A Blog about Teaching Philosophy, http://insocrateswake.blogspot.com/
- Learn and Serve: America's National Service Learning Clearinghouse, http://www.servicelearning.org/
- Leiter Reports: A Philosophy Blog, http://leiterreports.typepad.com/blog/
- Pea Soup, a Blog Dedicated to Philosophy, Ethics, and Academia, http://peasoup.typepad.com/peasoup/
- PhilosoPedaBlogy: Teaching and Learning in Philosophy, http://blogs.ubc.ca/chendricks/
- Practical Ethics, http://blog.practicalethics.ox.ac.uk/
- Public Philosophy Network, http://publicphilosophynetwork.ning.com
- Public Reason: A Blog for Political Philosophers, http://publicreason.net/

- Teach Philosophy 101, http://www.teachphilosophy101.org/
- Volgistics, http://www.volgistics.com/

In addition, we will use the following to spread the word about *Community Connections*:
- Philosophy email lists, especially those dedicated to applied ethics
- Civic engagement email lists
- Blogs maintained by individual philosophers
- Word of mouth through philosophers that we know who are interested in public philosophy (Alan Bloomgarden, John Wallace, Noelle McAfee, Naomi Scheman, Tom Wartenberg and many others)
- Philosophers we will meet at the "Advancing Public Philosophy Conference" in Spring 2013

Assessment

To assess the effectiveness of our civic engagement projects, we will conduct six surveys (two per institution). As mentioned above, to motivate students to take the survey, we will offer two $25 prizes per survey. These surveys will include questions where students <u>rate</u> various aspects of the *Community Connections* site, including the electronic portfolio section, the archive, the campus and community resources, etc. We will also ask them to provide more depth answers <u>describing</u> their experiences with the web site and what they perceive as its strengths and weaknesses.

In order to gain even more feedback, we will also conduct three focus groups (one per institution). To motivate students to attend these, we will offer food at these meetings as well as two $50 raffle prizes.

We will also offer a small honorarium for six philosophers and e-portfolio specialists consulted with the project. These will help us evaluate *Community Connections* as it is being developed. Furthermore, we will have a survey for philosophers at other universities.

To shape these surveys, organize the focus groups, and analyze the data we collect, we will make use of the staff at our institutions that specialize in assessing programs and projects. The St. Catherine University Office of Institutional Research, Planning, and Assessment and the Hennepin Technical College Office of Institutional Research will be very supportive and helpful. The Pacific University Office of Institutional Research and Assessment will play a key role in assessing this project; Dr. Ramona Ilea has had extensive interaction with its staff members already and knows that she can rely on their support.

We also have the support of philosophers at other universities and a number of colleagues at our institutions such as civic engagement coordinators, librarians, the Berglund Center for Internet Studies, and the Pacific University Center for Educational Technology and Curricular Innovation. These will be invaluable in helping us assess both technological and pedagogical aspects of the project. With the help of community members, we will also examine the current and future impact on our local communities. As the site will have separate sections for the three institutions, a comparison of results in terms of the effects of pedagogy and outreach will be one basis for conference presentations and a scholarly paper.

Appendices

Curriculum vitae for each of the members of the Project Steering Committee begin on the next page.

Ramona Cristina Ilea

Associate Professor, Department of Philosophy, Pacific University
2043 College Way, Forest Grove, OR, 97116, ramona.ilea@pacificu.edu, 503-352-2760

AREAS OF SPECIALTY

Applied Ethics, especially Environmental Ethics, Animal Ethics, and Biomedical Ethics; Normative Ethics; Feminist Philosophy

EDUCATION

July 2006	Ph.D.: Philosophy, University of Minnesota
	Dissertation: Moral Arguments and Social Change
	Advisors: Naomi Scheman (University of Minnesota), Helen Longino (Stanford University)
May 2003	M.A.: Philosophy, University of Minnesota
May 2000	B.A.: Philosophy, University of Toronto

ACADEMIC APPOINTMENTS

2012 – Present	Associate Professor, Department of Philosophy, Pacific University
2006 – 2012	Assistant Professor (tenure-track), Department of Philosophy, Pacific University
Summer 2011	Visiting Assistant Professor, Lewis & Clark Law School
2000 – 2006	Instructor, Teaching Assistant and Research Assistant, Department of Philosophy, University of Minnesota

SELECTED PUBLICATIONS

(forthcoming) "Rights and Capabilities: Tom Regan and Martha Nussbaum on Animals," *Tom Regan Festschrift*, tentative publication date: 2013

"Beyond Service Learning: Civic Engagement in Ethics Classes" (secondary author: Susan Hawthorne), *Teaching Philosophy*, Volume 34, No. 4, September 2011, pp. 219-240

"The 'Mutant' Cure or Social Change? Debating Disability and the X-Men," *X-Men and Philosophy*, Blackwell, March 2009, pp. 170-183

"Intensive Livestock Farming: Global Trends, Increased Environmental Concerns, and Ethical Solutions," *Journal of Agricultural and Environmental Ethics*, Volume 22, Issue2, 2009, pp. 153-167

"Nussbaum's Capabilities Approach and Non-Human Animals: Theory and Public Policy," *Journal of Social Philosophy*, Volume 39 Issue 4, Winter 2008, pp. 547-563

SELECTED PEER REVIEWED (*) AND INVITED PRESENTATIONS

"Philosophy and Animal Activism: Compatible or In Tension?" American Philosophical Association Conference – Pacific Division, April 2012

"Beyond Service Learning: Civic Engagement in Philosophy Classes" (panel with Monica Janzen and Susan Hawthorne), American Association of Philosophy Teachers session at the Central American Philosophical Association Conference, April 2011 *

"Civic Engagement as Activism: Helping Students Develop Leadership, Problem Solving, and Communication Skills," Society for Teaching and Learning in Higher Education 30th Annual Conference, June 2010 *

"Sustainability through Civic Engagement in the Humanities" Panel (panel with Brent Johnson and Enie Vaisburd), Understanding Sustainability, May 2010 *

"Food and the Environmental Crisis: How What We Eat and What We Subsidize Affects Us All" (with Peter Spendelow), EcoNvergence: Northwest Regional Gathering on the Economic and Ecological Crises, October 2009 *

"Factory Farming, Animal Protection, and Environmental Issues," Yale University Bioethics Center Animal Ethics Seminar Series, January 2009

"Sympathy, Moral Psychology, and Utilitarianism," The Tenth Conference of the International Society for Utilitarian Studies, September 2008 *

"Theory, Public Policy and Non-Human Animals: Assessing Nussbaum's Capabilities Approach," Lewis & Clark Philosophy Colloquia, September 2006

"Philosophy's Impact in the Public Domain: Animal Ethics and the Use of Examples," Making Ethics Visible: The Second Midwest Environmental Ethics Conference, May 2006 *

"The Capabilities Approach and Non-Human Animals," American Philosophical Association – Pacific Division, Main Program (Winner of a Graduate Student Outstanding Paper Prize, American Philosophical Association – Pacific Division), April 2005 *

ORGANIZED CONFERENCES AND COLLOQUIA

Coordinator (with Deke Gunderson), "Greening the Classroom: Multidisciplinary Studies in Environmental Sustainability" Mini-Conference, April 2010

Organizer (with Enie Vaisburd and Ellen Hastay), Civic Engagement Workshop for Pacific University Faculty, May 2009

Coordinator, Large Public Lecture by Peter Singer and Small Group Workshop with Peter Singer, University of Minnesota, March 2006

Coordinator, Animals and Ethics Discussion Series, Univ. of Minnesota, February – March 2006

Assistant to Program Chair, Minnesota Inter-seasonal Conference in Ethics, Spring 2004

Coordinator, Philosophy Colloquium with Martha Nussbaum, Univ. of Minnesota, Dec. 2003

SELECTED GRANTS, AWARDS, AND HONORS

Pacific University Oregon Faculty Development Grant for writing about sympathy, 2012

Wye Fellow, Wye Faculty Seminar on Citizenship and the American Polity, 2008 (Nominated by the Dean of Arts and Sciences to represent Pacific University Oregon)

Pacific University Oregon Faculty Development Grant for "Philosophy and Activism," 2007

Tom Lapic Memorial Fellowship for Research in Philosophy and Social Justice, University of Minnesota, Summer 2005

American Philosophical Association (Pacific Division), Graduate Student Outstanding Paper Prize, for "The Capabilities Approach and Non-Human Animals," 2005

SUSAN C. HAWTHORNE

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ACADEMIC EMPLOYMENT
Assistant Professor, Dept. of Philosophy, St. Catherine University, Fall 2012
Visiting Assistant Professor, Dept. of Philosophy, Mount Holyoke College, 2008-2012.

EDUCATION
University of Minnesota, Ph.D., Philosophy, 2008
University of Minnesota, M.A., Philosophy, 2002-2005

AREAS OF SPECIALIZATION
Philosophy of biomedical science
Philosophy of medicine
Medical ethics

SELECTED PUBLICATIONS
Ilea, Ramona, and Susan Hawthorne: "Beyond Service Learning: Civic Engagement in Philosophy Classes," *Teaching Philosophy* 2011; 24(3):219-240

"Institutionalized Intolerance of ADHD: Sources and Consequences," *Hypatia* 2010; 25(3):504-526

"Embedding Values: How Science and Society Jointly Valence a Concept—the Case of ADHD," *Studies in the History and Philosophy of Biology and the Biomedical Sciences* 2010; 41:21-31.

"ADHD drugs: Values that drive the debates and decisions." *Medicine, Health Care and Philosophy* 2007;10:129-140

WORKS IN PROGRESS
Accidental Intolerance: The ADHD Paradox; under contract at Oxford University Press.

"Value-Laden Clinical Research: Why Trumping Is No Solution."

SELECTED PRESENTATIONS
"Value-Laden Clinical Research: Why Trumping Is No Solution," FEMMSS, Penn State University, May 8-10, 2012.

"Good* Research on Gender Differences in Mental Health," Society for the Philosophy of Science in Practice, Exeter, UK, June 23-25, 2011.

Co-presenter with Ramona Ilea and Monica Janzen, "Beyond Service Learning: Civic Engagement in Philosophy Classes," American Philosophical Association Central Division Meeting, Mar 31-Apr 2, 2011.

"Good* Research? Managing Facts with Values (Gender Differences in ADHD?)." IAPH 2010: Feminism, Science and Values, London, Ontario, June 25-28, 2010.

"Science, Society, and Reinforced Intolerance of Mental Illness," Society for Philosophy of Science in Practice, University of Minnesota, June 18-20, 2009.

"Entangled Influence: Science, Society, and the Value Valence of ADHD Research," in "Symposium: Values in Science, Norms in Context," Philosophy of Science Association Biennial Meeting, Pittsburgh, PA, Nov 7, 2008.

"The Hybrid Construct of ADHD: A Challenge for Philosophy of Science," at "Mini-Conference: Making Philosophy of Science Socially Relevant," Annual Meeting of the Pacific Branch of the American Philosophical Association, Mar 19-20, 2008.

"Embedding of Values in Science: The Case of ADHD," Society for the Philosophy of Science in Practice, University of Twente, Netherlands, August 24, 2007.

ACADEMIC HONORS AND AWARDS
• Faculty Grant for research support, Mount Holyoke College, Spring 2011
• Visiting Fellow, Minnesota Center for Philosophy of Science, Summer 2010
• On-line Writing Fellowship, University of Massachusetts Amherst, Summer 2010
• University of Minnesota Doctoral Dissertation Fellowship, 2007-2008
• Mark and Judy Yudof Fellowship in Science Policy and Ethics, University of Minnesota, 2006-2007
• Swenson-Kierkegaard Fellowship, Department of Philosophy, University of Minnesota, Spring 2006
• Departmental Graduate Research Partnership Program (fellowship), Department of Philosophy, University of Minnesota, Summer 2005
• College of Liberal Arts Graduate Research Partnership Program (fellowship), University of Minnesota, Summer 2004

REFERENCES
Helen Longino, Chair, Department of Philosophy, Stanford University (hlongino@stanford.edu); thesis advisor
Lee Bowie, Chair, Department of Philosophy, Mt. Holyoke College (lbowie@mtholyoke.edu)
Carl Elliott, Center for Bioethics, University of Minnesota (ellio023@tc.umn.edu)
Douglas Lewis, Department of Philosophy, University of Minnesota (lewis002@umn.edu)
C. Kenneth Waters, Department of Philosophy, University of Minnesota, Center for the Philosophy of Science, University of Minnesota (CKWaters@umn.edu)

MONICA GREENWELL JANZEN

5519 45th Ave S., Minneapolis, MN, 55417, mojanzen@gmail.com

EDUCATION

Ph.D.: Philosophy, University of Minnesota, November 2006
   D**issertation:** Hospitality: Resolving Gross Inequalities of Welfare and Cultivating Civic Virtue
   Advisors: Sarah Holtman and John Wallace
M.A.: Philosophy, University of Minnesota, January 2003
B.A.: Philosophy, College of St. Catherine, May 1997

TEACHING EXPERIENCE

Hennepin Technical College
   Instructor, *Critical Thinking* (Spring 2009- present), *Critical Thinking*, online class (Spring 2011- present), *Ethics* (Fall 2009- present), *World Religions* (Fall 2011- present)
College of St. Catherine
   Instructor, *Social and Political Philosophy* (Spring 2003, Spring 2004), *Biomedical Ethics* (Spring, 2007, Spring 2009)
University of St. Thomas
   Instructor, *Philosophy of the Human Person* (Fall, 2006, 2 sections Fall 2007, 2 sections Fall 2008)
University of Minnesota
   Instructor, *Introduction to Philosophy*, Independent and Distance Learning Course (Summer 2004-December 2005), *Introduction to Political Philosophy* (Spring 2004), *Introduction to Logic* (Summer 2003), *Lives Worth Living: Questions of Self, Vocation, and Community* (May 2002)
   Teaching Assistant, *Business Ethics* (Fall 2003), *Introduction to Political Philosophy* (Fall 2001, Fall 2002, Spring 2003), *Introduction to Logic* (Spring 2001), *Introduction to Ethics* (Fall 2000)

PUBLICATIONS

Review of The Primacy of the Political: A History of Political Thought from the Greeks to the French and American Revolutions, by Dick Howard. *Essays in Philosophy*, January, 2012.

Review of The Ethics of Trade and Aid: Development, Charity, or Waste?, by Christopher D. Wraight. *Teaching Philosophy,* December, 2011.

"Truth Telling as a Tool to Repair Past Wrongs," The Ranges of Evil: Multidisciplinary Studies in Human Wickedness. Edited by William Andrew Myers. (ISBN: 1-904710-25-5). An ebook at http://www.inter-disciplinary.net/publishing/idp/eBooks/roeindex.html

PRESENTATIONS

1. "Beyond Service Learning: Civic Engagement in Philosophy Classes" (panel with Ramona Ilea and Susan Hawthorne), American Association of Philosophy Teachers session at the Central American Philosophical Association Conference, Minneapolis, Minnesota, 2011
2. "Civic Virtue in a Kantian Federation of Nations" Society for Philosophy in the Contemporary World, Morelia, Mexico, 2007
3. "Civic Virtue in a Kantian Federation of Nations" College of St. Catherine Philosophy Colloquium, Minneapolis, Minnesota, 2007
4. "Hospitality Reinterpreted" Main Program at the Pacific Division of American Philosophical Association, San Francisco, California, 2005
5. "Truth Telling as a Tool to Repair Past Wrongs" (panel with Amy Hilden and Bill Myers), Fifth Global Conference of Perspectives on Evil and Human Wickedness, Prague, Czech Republic, 2004
6. "Truth Telling as a Tool to Repair Past Wrongs" (panel with Amy Hilden and Bill Myers), College of St. Catherine Faculty Panel, Minneapolis, Minnesota, 2004
7. "Kantian Hospitality" Minnesota Philosophical Society, Northfield, Minnesota, 2003
8. "Philosophy and Civic Engagement" Educators for Community Engagement, New Market, Tennessee, 2002
9. "Defining Philosophy for Plato's Socrates" Minnesota Philosophical Society, Minneapolis, Minnesota, 2002
10. "Lives Worth Living: An Innovative Way to Teach Philosophy" Minnesota Philosophical Society, Minneapolis, Minnesota, 2002

GRANTS and AWARDS

1. Graduate School Doctoral Dissertation Fellowship, University of Minnesota, 2005-2006
2. Swenson/Kierkegaard Graduate Student Fellowship, University of Minnesota, Spring 2005
3. Tom Lapic Memorial Fellowship for Research in Philosophy and Social Justice, University of Minnesota, Summer 2004
4. Graduate Research Partnership Program Grant, University of Minnesota, Summer 2002
5. Fulbright Scholarship Finalist, April 1997
6. Rhodes Scholarship Minnesota State Finalist, April 1997
7. Mary McCahill Award, May 1997. The College of Saint Catherine's highest award for a graduating senior based on scholarship and leadership.
8. O'Shaughnessy Scholar, Sept. 1993. A four-year full academic scholarship to the College of Saint Catherine.

SELECTED SERVICE
1. Philosophy Department Faculty Search Committee Member, Hennepin Technical College, 2010
2. Reviewer for Society for Philosophy in the Contemporary World 2008 conference
3. Graduate Student Member of the Philosophy Department Council, University of Minnesota, Fall 2000-Spring 2002
4. Presented "Applying to Graduate Programs in Philosophy: A Workshop for Undergraduate Students" at the Minnesota Philosophical Association Conference, 2001, 2003

Please Note: This is an example of the community-based learning assignment guidelines we give to students. (In this context, we use the terms "community-based learning" and "civic engagement" interchangeably.) This particular assignment comes from Dr. Ramona Ilea's "Ethics and Society" class which she has taught six times in the last four years.

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Civic Engagement Project
For "Ethics and Society"

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Professor: Ramona Ilea
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Office Phone: 503-352-2760
Email: ramona.ilea@pacificu.edu
Office Hours: Mon 2:15-3:15 PM
& Fri 11:45-12:45 AM
and by appointment

Mentor: Sam Ryals
Email: ryals0993@pacificu.edu
Please email her whenever you are stuck
or have questions.

Project Description

This project is an investigation of the relationship between applied ethics and issues affecting the community we live in. You will work in groups or alone on a project of your choosing on campus or the surrounding community. This project must be chosen in consultation me, and must be appropriate for a 200-level class. Do not overestimate how much work you can get done, but try to pick something interesting and challenging. And remember that Sam and I are here to help you accomplish your goals.

Pick a project that:
▪ you are passionate about
▪ shows that you can take initiative (rather than just follow someone else)
▪ shows that you have (or are working on) organizational skills
▪ allows you to use campus and/or community resources to accomplish your goals
▪ allows you to **make a measurable/visible difference**
Bonus points will be awarded for doing some work outside our campus

Time

This project is worth 1 credit out of the 4 credits you get for PHIL/PSJ 202. Pacific University says that you are expected to spend an average of 3 hours a week per credit, so you'll be spending about 40 hours this semester working on this project (45 minus 5 hours in class).

When you work in groups, each of you will need to keep a separate portfolio and journal, and each of you will need to put in 40 hours. Make sure you pick something you are passionate about, or else it will be very hard for you to dedicate the necessary amount of time to your project.

Project Objectives
- Develop civic engagement and leadership skills.
- Take a project from start to finish: defining, planning, and carrying out social action and activities.
- Attain experience and skills to act on social problems.
- Learn more about the topic you are addressing, and be in a better position to have and defend your own views on this topic.
- Practice your organizational skills and ability to delegate tasks.
- Think about the relevance of the ethical theories learned in class to your own life.
- Engage the public in an issue that is important to you.
- Make a difference.

Grading and Project Requirements at a Glance
- Meetings with professor & mentor: 5%
- Early portfolio checks: 5%
- Mid-semester portfolio check and reflection: 10% (plus up to an additional 10% for a reflection on a campus event; see below)
- Reflection on two events; at least one needs to be another civic engagement project: 10%
- Portfolio (organization, detail, clarity): 10%
- Journal (ethical reflection): 20%
- Overall project (level of difficulty, work involved, organizational skills, seeking help when you are stuck, ability to plan ahead and be disciplined, the extent to which you engaged with and influenced the public, engagement with the philosophic class materials, etc.): 40%

Note: Further guidelines go on for 4 pages and more fully describe what the students will submit for evaluation and grading. We omitted them from this appendix.

Results of These Community-Based Learning Projects

Philosophical skills: Public contact requires argument for a view or perspective, critical thinking and analysis in project choice, development, and assessment; articulation of values and the conceptual framework involved in and/or challenged by the project.

General skills: Problem solving, communication, organization, independent thinking, leadership, follow-through, dealing with challenges, overcoming obstacles, time management, overcome shyness and nervousness, learn to ask for help and to delegate.

Other: Making new connections to course materials, caring about the class more, making a difference, starting a project/movement that can continue, networking, gaining experience, exercising agency, learning about future job possibilities, feeling responsible, impacting others' futures.

Selections from Students' Journals about Their Community-Based Learning Projects

"I am so caught up with what I am doing with my life that half the time I do not even know what is going on in the world. … You expect everything to just magically get better. But the truth is that if you don't do something about it the issues now, then you will be screwed in the future."

"This project was definitely a highlight of my year in terms of feeling challenged and doing something tangible that makes a difference, as opposed to just learning for the sake of learning."

"I personally grew from this project. I learned to be a leader while doing this project, developed better organizational skills, and I also became a much better problem solver. I developed better individual skills that will most definitely help me later on in the future."

"I've grown in ways I never expected to due to the structure and implementation of the curriculum, especially in terms of exercising agency in environmental justice."

"Having deeply considered the tragedy of the commons and our uses of land, ecofeminism, American philosophical pragmatism, the role of science in our decision making, overconsumption and human nature, I feel that I am better equipped to defend my moral obligations to the [Leadership Campaign] movement here and overseas."

"I suppose that altogether this project served as a conduit for me to understand the connections between philosophy and the environmental world—something that I had been searching for in many of my other philosophy classes."

"This enabled me to become impassioned in a new way, and express my realizations, insights, in a different way than an academic exercise usually allows...This forum forced me to make connections I may not have necessarily made. And I am very pleased with the outcome."

"An even greater lesson came from this project though. I realized that I love teaching kids and seeing the difference I can make. I recently was going to school for accounting, but now am going for elementary education."

"I feel everything I did had a measurable effect on the people I was able to help. I tend to use the excuse that if I don't do something the slack will get picked up by someone else. I feel this time I was able to get past that and actually get out there and make a difference. I clothed a family for at least a couple years! I paid for two surgeries to be performed on children that may smile now! I helped package over a thousand meals for people in third world countries! I overhauled an engine to working order, sold it and donated the money to a righteous cause!"

"If Ethics class was not a requirement there is no chance I would have taken this class. And if this class would have just been reading the book I would have had no interest at all, but having the project made it very interesting and made [me] a better person. Now I realize it doesn't take much to take it to the next level...Now I realize every person "can do" amazing things and if more people just tried to help their community or a few people the world would be a much better place."