Northeast Workshop to Learn About Multicultural Philosophy (NEWLAMP)

Abstract
Most undergraduate students in North America only read and discuss “Western,” Anglo-European philosophy in their philosophy courses. The problem is not that philosophy professors are generally unwilling to teach traditionally underrepresented areas such as African, Latin American, Indigenous, East Asian, South Asian, and Islamic philosophy. Rather, the problem is that most lack the familiarity needed to competently teach work in these areas. The Northeast Workshop to Learn About Multicultural Philosophy (NEWLAMP) project will be a yearly week-long summer workshop aimed towards remedying this problem, by teaching philosophy teachers about a given underrepresented area, so that they can then teach it in their general undergraduate courses. Each year, NEWLAMP will focus on a different area, starting with African and Africana social and political philosophy in the summer 2022. Three esteemed experts will be chosen to structure and lead the workshop.

Basic Information
Project Coordinator(s)
Candice Delmas, Alexander Guerrero, Gina Schouten

Steering Committee
- Helena de Bres (Wellesley)
- Matt Kopec (Northeastern)
- Serena Parekh (Northeastern)
- Patricia Williams (Northeastern Law)

Funding Amount Requested
$10,000

Expected Project Completion Date
July 2022

Project Description
The lack of diversity in the philosophy profession is well documented. A core curriculum centered on “Western,” Anglo-European philosophy is a significant part of the problem. Undergraduate students are hungry for more diverse and inclusive content in their philosophy courses. Among other significant resources, the American Philosophical Association offers a Diversity and Inclusiveness Syllabus Collection to help philosophy teachers create more diverse courses that include traditionally underrepresented areas (UA). Yet changes to the core philosophical curriculum have been slow. One major hurdle is that most philosophy teachers lack prior exposure to philosophical work in UA. In other words, the past history of neglect for UA in our field is self-reinforcing. Many underrepresented areas fall in the category of what Bryan W. Van Norden calls “multicultural philosophy” in his Taking Back Philosophy: A Multicultural Manifesto (2017). Most philosophy teachers are not familiar with, and so, cannot competently teach,
African/Africana philosophy, Latinx/Latin American philosophy, Native American/Indigenous philosophy, East Asian/South Asian philosophy, Indian philosophy, or Islamic philosophy, to name some of the areas that have been traditionally underrepresented in undergraduate philosophy courses. This competency problem is difficult to address on one’s own, even for highly motivated teachers, given the time and effort it would take for any individual to gain sufficient understanding of a given UA and to develop confidence in one’s ability to teach it. (This is especially true for those who are pre-tenure, have insecure employment, or teach heavy course loads.)

Overview & Aims
The goal of the NEWLAMP project is to equip philosophy teachers with such competency, not only by teaching them about an underrepresented area, but also by helping them design new modules and integrate these into their courses. As early as Fall 2022, hundreds of additional undergraduate students will get to read and discuss philosophical work in African/Africana social and political philosophy, which their teachers would otherwise not have included in their courses. Within just a few years, the NEWLAMP project will have impacted thousands of undergraduate students. Each participant will continue to benefit from NEWLAMP beyond the week-long summer workshop, as they will have a community to call on for bouncing ideas, suggesting texts and assignments, sharing in-class experience, organizing reading groups, etc. NEWLAMP further aims to benefit the whole community of social and political philosophy teachers by making available (on its website) references to primary and secondary literature, syllabi, and other teaching tools, such as summaries, handouts, sample student assignments, podcasts, and videos. Although the NEWLAMP project will focus primarily on social and political philosophy, which is our own team’s expertise, the framework we’re developing is designed to be easy to replicate in other philosophy subfields, including ethics and applied ethics, moral philosophy, philosophy of law, philosophy of mind, philosophy of science, metaphysics, and epistemology. Ultimately, the NEWLAMP project intends to be a proof of concept, that other teams across North America and beyond can replicate in their own areas of expertise. Project Plan
Every summer, NEWLAMP aims to bring together 20 philosophy teachers from a wide range of institutions across North America to learn about an underappreciated area of philosophy from three esteemed experts who will teach participants central work in the area, present a portion of their own research, and help participants design modules to integrate into their courses. A three-expert instructional committee presents several advantages. It makes the planning and running of the seminar less burdensome for each individual expert, while creating more points of contact for participants. It also makes the selection of texts and issues covered in the workshop less dependent on one particular expert, further allowing participants to learn about a variety of authors and issues within the area. Finally, it allows participants to learn from different philosophers who have different backgrounds and perspectives. For the summer 2022 NEWLAMP on African/Africana social and political philosophy, we have invited Professor Chike Jeffers, who just accepted to participate in the workshop. Jeffers is Associate Professor of Philosophy at Dalhousie University, with a cross appointment with Canadian Studies and International Development Studies. He is a widely published author in Africana philosophy, social and political philosophy, and philosophy of race. We expect him to advise us on the other experts he would like to work with. As of our current budget, each expert will be paid an honorarium of $1,500, but we hope that additional funding (in addition to secured internal funds and this Grant, if successful) would allow us to increase that amount. We will ask for applicants to submit the following: - A statement of interest in NEWLAMP, including the number of social and political philosophy courses usually taught and standard class size - A curriculum vitae - Statement of teaching philosophy - Sample syllabi and student assignments We will select the 20 philosophy teachers who will participate in the workshop on the basis of several criteria, including, but not limited to, their motivation to gain or solidify competency in African/Africana social and political philosophy and the frequency with which they teach social and political philosophy courses as well as the number of students they teach. In the interest of equity and to
foster rich, dynamic group discussion, we will also seek to ensure that the final cohort is diverse in terms of institutional affiliations, demographics, and philosophical backgrounds. Financial aid will be available to those for whom travel costs would be prohibitive, such as adjuncts, community college or regional university professors, and other underfunded faculty. We will be reserving a collective block of rooms through Northeastern’s conference housing, both for those who are seeking a cost-effective alternative to hotel lodging and in the interest of community bonding, although participants may decide to stay off campus. The catering package for the workshop will include lunches, coffee, tea, and other light refreshments. Feasibility We, the NEWLAMP organizers, are well-suited to make this project a reality. Candice Delmas, the chief program coordinator for Summer 2022, is an Associate Professor at Northeastern University jointly appointed in the Departments of Philosophy and Religion and Political Science. Her research on the ethics of civil and uncivil disobedience is informed by, and contributes to, Black and feminist political thought. She received the College’s Outstanding Teaching Award in 2019-20. She is committed to diversity and inclusiveness in the philosophy profession. After benefiting from the Mentoring Project for Pre-Tenure Women Faculty in Philosophy, she served as a mentor in the Job Candidate Mentoring Program for Women in Philosophy and in PISKI-Boston. As the Associate Director of the Politics, Philosophy, and Economics Program at Northeastern, she has the administrative and organizational skills to bring the inaugural NEWLAMP to life. Alexander Guerrero, who is expected to be the chief program coordinator for 2023, is Professor of Philosophy at Rutgers University - New Brunswick, with a secondary appointment at Rutgers Law School. His research is predominantly in political philosophy, legal philosophy, moral philosophy, epistemology, and Native American Philosophy. He created and regularly teaches a new undergraduate course in African, Latin American, and Native American Philosophy at Rutgers, and has run two reading groups with graduate students and faculty from around the country covering philosophical work from those fields. He just finished a three-year term on the American Philosophical Association Committee on Native American and Indigenous Philosophers, created and organized three meetings of the Latinx Philosophy Conference, and served as Director of the Rutgers Summer Institute for Diversity in Philosophy in 2019 and 2020. Along with Caroline Arruda, he was awarded an APA Small Grant in 2018 for the project "Beyond Borders: Bringing Latinx Undergraduates into Philosophy." He is Editor-in-Chief of Philosophy Compass and one of his main initiatives as editor has been to create new Sections on African and Africana Philosophy, Indian Philosophy, Latinx and Latin American Philosophy, and Native American and Indigenous Philosophy. Gina Schouten, who is expected to be the chief program coordinator for 2024, is an Associate Professor of Philosophy at Harvard University. She writes on issues of justice and political legitimacy, including asking how liberal constraints on legitimate political action intersect with ongoing economic, gender, racial, and educational injustices. She’s published academic and public-facing work on diversity in academic philosophy, justice in higher education, and inclusive pedagogy. She’s taught in the Summer Program for the Advancement of Women in Philosophy at UC San Diego; she’s served as a mentor as well as a member of the steering and advisory committees for the Mentoring Program for Women in Philosophy; and she’s benefitted from several of the APA’s pedagogy-related professional development opportunities. Helena de Bres, a member of the steering committee, is Associate Professor and Chair of Philosophy at Wellesley College. She has taught political, legal and moral philosophy at the undergraduate level for over fifteen years, within Wellesley’s Philosophy department and Peace and Justice Studies program, as well as at Stanford and MIT. She has a strong research record in social and political philosophy, with a concentration in issues of global justice, including fairness in international trade, poverty relief and immigration. She is highly committed to making philosophy accessible and appealing to a broader audience, as a writer of public philosophy and a member of the editorial committee of The Raven magazine. Matthew Kopec, a member of the steering committee, is Associate Director of The Ethics Institute at
Northwestern. His Senior Fellowship with the Higher Education Academy was focused on inclusive pedagogy, and he has led workshops on inclusive pedagogy at CU-Boulder, Northwestern University, and the Australian National University. He is currently responsible for tracking the effectiveness of Institute programs and initiatives, including educational initiatives. He will provide project management assistance to the team, assist with grant applications to support the project in future years, and assist with the assessment of this program discussed below (see Evaluation Plan). Serena Parekh, a member of the steering committee, is Professor of Philosophy at Northeastern University. She is the director of the Politics, Philosophy, and Economics Program, which features a core racial justice requirement. She teaches undergraduate courses in social and political philosophy, economic justice, and global justice, and has widely published on the global refugee crisis. As the head of the Department of Philosophy and Religion’s Racial Justice Committee, she works on fostering and implementing the Department’s commitment to combat racism and create inclusive learning communities. She serves as the co-editor of Feminist Philosophy Quarterly and has given talks at PIKSI seminars. The project team intends to take turns hosting the workshop at our respective institutions over the coming years, and, as three of us are tenured, we have the time and resources to track down people and organizations to help us fund the initiative after we get it up and running in 2022. To keep the program running, we will be applying for other funds besides the APA Diversity and Inclusiveness grant, including the NEH Summer Programs (for funding starting 2023). For summer 2022, Northeastern has committed at least $15,000 to host the workshop (see Other Funding Sources). An APA grant would not only increase the amount of financial aid we could provide to underfunded philosophy teachers and the honorarium for experts, but it would also enhance our chances of attracting more funds to ensure the continuation of the NEWLAMP project in coming years. The first year of the project will be hosted by Northeastern University’s Ethics Institute, which will provide the administrative support structure to organize and execute the workshop. The Institute has three full-time, 12-month staff, including an Administrative Officer and Administrative Assistant, who will provide support on finance and logistics, and an Associate Director (Matthew Kopec) who will provide overall project management support. The Ethics Institute team has a history of successfully developing and delivering summer training programs with an emphasis on community building and inclusion. For example, in summer 2018, the Institute hosted PIKSI-Logic, which brought together 10 undergraduate students from underrepresented groups in philosophy with leading experts in the field for a week-long intensive content, community, and relationship building program. PIKSI-Logic will be offered again in 2022. Also in 2022, the Ethics Institute will be running an interdisciplinary training program in algorithmic bias for undergraduate students from underrepresented groups in computer science and philosophy. Post award assistance with tracking and reporting will be provided by the Research Administration team in the College of Social Sciences and Humanities. Project Outputs The NEWLAMP project has a number of direct outputs. Participants will leave the summer workshop equipped with a basic understanding of a few core texts and issues in African/Africana social and political philosophy, and are expected to be confident in their competency to teach that material. In addition, given the specifically pedagogical orientation of the workshop, and the sessions devoted to integrating African/Africana philosophy into general courses, participants will end the week with concrete ideas for lecture plans and student assignments. NEWLAMP will also provide various resources beyond the summer workshop to support participants’ continued exploration of African/Africana philosophy, and to benefit the community of philosophy teachers at large. We will create a website that will offer a publicly accessible, regularly updated and expanded, repository of primary and secondary literature, syllabi, lesson plans, summaries, teaching strategies, assignments, podcasts, and videos. We also plan to document on a wide-circulation philosophy blog, such as Daily Nous, Philosophers’ Cocoon, or PEA Soup, both what we learned at the workshop and our experience organizing
it, so that people hear about the aforementioned resources on African/Africana social and political philosophy, further learn about NEWLAMP, and are hopefully inspired to run a similar program within their own areas of expertise.

**Project Impact**

The potential impact that the NEWLAMP project could have on the inclusiveness and diversity of our field is substantial. 20 philosophy faculty, coming from a wide range of institutions, will teach a very large and diverse collection of undergraduate students about an area of philosophy that has traditionally been marginalized. Hundreds, and soon thousands, of undergraduate students will read not just about liberalism and libertarianism in their social and political philosophy courses, but also about, say, the African ethic of Ubuntu and pan-Africanism—topics that their philosophy teachers would likely not have attempted to teach on their own. Professors will thus contribute to building a better curriculum and a broader canon in social and political philosophy. This is likely to have many positive downstream effects on the field, as more undergraduate students, especially those from underrepresented backgrounds, will be more likely to have an interest in a philosophy major, to then join the field of academia, and to further transform it. Beyond our initiative to broaden the social and political philosophy curriculum, it is critical to note how the NEWLAMP project can be scaled and spread. Social and political philosophy is of course not the only subfield of philosophy that has traditionally marginalized work outside of Anglo-European philosophy. If our program is successful, it stands as a proof of concept that can be replicated in other areas of philosophy, which are also in need of a more inclusive curriculum. In essence, we believe the NEWLAMP project has a real chance at helping to redirect the problematic, self-reinforcing history of our whole field.

**Project Goals**

- The main goal of the NEWLAMP project is to expand the undergraduate social and political philosophy curriculum to include traditionally marginalized multicultural philosophy. It does so by pursuing 10 aims: 1. Participants gain familiarity with a traditionally underrepresented area (UA) of social and political philosophy which they knew very little about. (Familiarity) 2. Participants have a good sense of which texts/authors they can integrate into which units of their existing courses. (Reading Plan) 3. Participants are equipped with sketches of specific modules to teach UA. (Module Plan) 4. Participants have the basis they need to keep exploring UA on their own. (Skill) 5. Participants feel comfortable enough with some of the material to integrate it into their regular courses. (Comfort Integrating) 6. Participants are excited to integrate material from UA into their regular courses. (Motivation to Integrate) 7. Participants have a sufficient understanding of the material to present and teach it effectively. (Competency) 8. Participants are considering new courses they could create that would integrate some of the material from the program. (Novel Coursework) 9. Participants have a community to call on for workshop ideas, to support them with revisions, to offer text suggestions, etc. (Community Building) 10. Participants have access to the syllabi, teaching exercises and tools, and primary and secondary literature needed to design and teach courses that integrate material from UA. (Resource Access)

**Project Timeline**

August-September 2021: Invitations to experts, finalization of workshop date December 2021: Call for participants advertised online January 1, 2021: Applications open January 30, 2021: Applications close Early February 2022: Selection of applicants by organizing committee End of February 2022: Participants notified of their status March 2022: Finalized list of participants April/May 2022: Meetings to coordinate
Project Outreach
This project is specifically designed for philosophy teachers who teach undergraduate students, particularly in the United States and Canada. In order to reach a wide audience, the NEWLAMP project will be advertised to philosophy departments across North America, on social media (Twitter, Facebook, Instagram), on philosophy blogs (e.g., Daily Nous, APA Blog, Philosopher’s Cocoon, PEA Soup), through listservs (APA and CPA listservs, PHILOS-Listserv), and on sites such as PhilEvents that aggregate CFPs and academic events.

Accessibility Plan
Northeastern University’s Office of Institutional Diversity & Inclusion (OIDI) and ADA Program provide the support necessary to make this event accessible and welcoming to all visitors. The OIDI provides a number of useful access resources for visitors, including a central website where visitors can find campus maps to locate all-gender restrooms, lactation spaces, and accessible entrances and parking (https://provost.northeastern.edu/oidi/resources/). The ADA Program Manager, Shana Feggins, has agreed to serve as a primary expert resource for any accessibility concerns that might arise during the program. The Associate Director of the Ethics Institute, Matthew Kopec, will serve as the program accessibility coordinator. (Dr. Kopec was one of the academics consulted for feedback on the final draft of the APA’s Good Practices Guide, so he is familiar with the APA standards for accessibility and inclusion.) In addition, NU’s Center for Spirituality, Dialogue and Service provides support for those with religious observances, including a number of worship spaces available to people of all faiths (https://www.northeastern.edu/spirituallife/our-spaces/). The workshop will be held in Room 909 located on the ninth floor of the Renaissance Park Building on Northeastern’s Boston campus. The room is a multi-use educational and meeting space, with flexible, accessible seating that can be rearranged for small group discussion or social distancing (if necessary). Since this building also houses the administrative offices for the College of Social Science and Humanities, the accessibility standards of the building far exceed ADA standards. The building has multiple van accessible parking spaces within 50 feet of the rear entrance, four elevators that run between the ground floor, fourth floor, and ninth floor, and a 24 hour front desk attendant to assist with any unforeseen building accessibility concerns. There are accessible restrooms available on the ninth floor, and there is a passcode protected lactation room on the fourth floor of the building. Room 909 has a full suite of audio-visual equipment, which can be used to provide access to any participants with visual or auditory impairments. During the workshops, participants will also have access to the sound-insulated, semi-light-controlled seminar room in the Department of Philosophy and Religion on the fourth floor. Catering will be provided by Northeastern’s internal catering, which has a history of reliably complying with the full range of dietary requirements, and which can provide individually sealed meals for participants. Any restaurants chosen for outside meals will be chosen with an eye toward accessibility, e.g., their reliability in complying with dietary requirements, overall noise level, table spacing, and proximity to accessible parking. Participants will be encouraged on four occasions to report any accessibility or inclusivity concerns they have regarding the event: upon formal registration for the program, one week following their registration (if no concerns were reported), one week prior to the event, and during the opening remarks for the event. Below is the text for the request that will appear during registration: We wish this program to be accessible and inclusive for all, regardless of race,
ethnicity, disability, health concerns, carer’s duties, cultural observances, gender identity, religious practices, and concerns of conscience. If you have any concerns whatsoever about how accessible or inclusive this program will be for you, please list those concerns below, and we will do our best to make the program work for you. (If you would like to discuss accessibility or inclusivity concerns with someone directly and confidentially, please contact Dr. Matthew Kopec at m.kopec@northeastern.edu.)

**Evaluation Plan**

We intend to measure success in achieving the 10 aims listed under Project Goals by surveying participants at the beginning and at the end of the workshop. Surveys will include a question for each aim that can be used to assess how much the participants feel that the aim has been met over the course of the program. For example, we will ask participants (on a 5-point Likert scale) how much they agree with the claim: “I feel comfortable enough with some of the scholarly work done in African/Africana social and political philosophy [or other UA] to integrate it into my regular courses.” (Assessing #5: Comfort Integrating.)

Another important and clear measure of success consists in verifying actual integration of the UA into participants’ teaching. We will do this by contacting participants during the fall and spring after the workshop (and again in a few ensuing academic years), requesting copies of their course syllabi and a brief report on whether they successfully integrated the UA into their courses and/or encountered any unexpected barriers. In one sense, simply exposing students to this material from UA counts as success. But we also want to know whether the integration was pedagogically successful overall. One proxy for this is participants’ own view about whether the integration was successful. To that end, we will ask participants how they think the integration went, what they think they would do differently next time, and what they wish they had learned or discussed at the workshop. Another proxy is students’ feedback and engagement with the material. We will assess that by asking participants to report to us student feedback, gathered either informally or formally, using a survey we will provide. All of the data that we collect will be analyzed and presented to future NEWLAMP expert committees, so that the information can inform revisions to future iterations of the program.

**Online Presence**

As mentioned in Project Outputs, we will create a website that will offer a publicly accessible, regularly updated and expanded, repository of primary and secondary literature, syllabi, lesson plans, summaries, teaching strategies, assignments, podcasts, and videos. We also plan to document on a wide-circulation philosophy blog, such as Daily Nous, Philosophers’ Cocoon, or PEA Soup, both what we learned at the workshop and our experience organizing it.

**Budget Narrative**

APA Requested Funding Participant Travel Grants ($5,500) • These funds will be used to provide “travel grants” to participants who need financial support to offset the travel costs associated with attending the workshop. They will be made in amounts of $500 or $1,000, thus allowing us to support between 6 and 11 participants (determined based on need). $500 is enough to cover the cost of most flights to Boston from major cities in North America, along with a portion of housing costs. $1,000 is enough to cover the cost of most flights to Boston and 6 nights of housing through campus accommodations. These funds are critical to making the program accessible to philosophy teachers coming from schools that do not provide their faculty and staff with travel funds, and to faculty and staff who hold insecure academic position not typically provided with travel funds (e.g., adjuncts, post docs, and instructors with terminal contracts). If the team is able to attain additional sources of funding for the program (beyond funds already promised),
we will either increase the amount of grants available, or increase the number of $1,000 awards, depending on the needs of participants. Honoraria ($4,500) • These funds will be used to cover a $1500 honorarium to each of the three experts running the workshop. These funds are critical to properly reward the experts’ labor. (See below regarding travel costs for the experts.) If the team is able to attain additional sources of funding for the program (beyond funds already promised), we will further increase the amounts of these honoraria, balancing that increase against the increased travel grants mentioned above. Other Project Costs Airfare ($1,350) • $450 x 3, to cover the flight costs for the three experts (calculated as average cost of flights between Boston and major cities in North America). Accommodations ($4,500) • $250/night x 6 nights x 3, to cover accommodations for the three experts (calculated as the average cost per night for accommodations in Boston). Catering ($9,100) • $65/day x 5 days x 28 participants, to cover catering costs for the workshop (calculated at the coffee, light refreshments and boxed lunch rate through NU’s internal catering).

Other Funding Sources
Confirmed sources of funding: Northeastern’s Department of Philosophy & Religion and Ethics Institute: • $7,500, plus any necessary accessibility costs Northeastern Humanities Center: • $7,500
### American Philosophical Association Diversity Grant Budget Template

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