The Dialectic is a High School Philosophy Summer Program at Arizona State University, started in 2021. The Dialectic brings in High School Students (ages 14-18) from all over the Phoenix Valley to participate in a community of inquiry. Each year, the instructors for The Dialectic choose a theme related to what is relevant in the lives of these students to show them how philosophy can be both practical and relevant. The Dialectic aims to not only expose students to philosophy, but to expose them to what it is like to be in an academic environment with others who desire to be there. Toward this end, we want to expand the program with issues of equity in mind, bringing in more students from traditionally underrepresented backgrounds, including those groups that the Phoenix Metropolitan area is particularly well positioned to include - Latino/as and Urban Indigenous Peoples.

**Abstract**

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**Basic Information**

**Project Coordinator(s)**

Angela Barnes

**Steering Committee**

- Joan McGregor, ASU
- Thad Botham, ASU

**Funding Amount Requested**

$3,450.00

**Expected Project Completion Date**

July 2024

**Project Description**

The Dialectic is a High School Philosophy Summer Program at Arizona State University, started in 2021. The Dialectic brings in High School Students (ages 14-18) from all over the Phoenix Valley to participate in a community of inquiry. Each year, the instructors for The Dialectic choose a theme related to what is relevant in the lives of these students. In 2021, during the midterm election, we discussed productive political disagreement, charity, and common ground. In 2022, with the rise of AI and AR, we discussed ways in which technology can impact our wellbeing. This program, beyond just educating students about philosophy, encourages them to use philosophy to engage with their lives in meaningful and productive ways.

Our students have reported to us that the program has made them feel more prepared to be in college and in the world, that it has given them the ability to engage in a more meaningful and thoughtful way with others, and that it has given them tools that feel empowering. They report that they are grateful to be in community with others who are excited to be thinking and talking about these issues as well.

We do our best to keep tuition low, so as to not bar people from entry. We also offer financial aid for anyone who can not afford to pay. If anyone inquires about financial aid, they receive a scholarship without
having to offer proof. This has been the primary reason that we have sought out grant monies in the past, so that anyone who wants to attend the program can attend. Grants have allowed us to balance the goal of equality of access with the goal of paying people fair wages for their work while the program is growing.

The Dialectic aims to not only expose students to philosophy and the practical value it can have in their lives, but to expose them to what it is like to be in an academic environment with others who desire to be there - exposing them to what it would be like to attend university, something that may not be on the radar of students coming from historically disadvantaged backgrounds.

Toward these ends, we want to expand the program with issues of equity in mind, bringing in more students from traditionally underrepresented backgrounds: women, students of color, economically disadvantaged students, etc. Moreover, situated in the Phoenix Valley in Arizona, encompassing more than 5 million people, The Dialectic is uniquely positioned to reach both Latino/a and Urban Indigenous Peoples. The metro area is about ⅓ Latino/a and has, comparatively with other cities in the US, a significant population of Urban Indigenous Peoples. With this grant from the APA, we will be able to hire an Outreach Coordinator, who will be primarily responsible for making sure that our information extends to these populations, and we will be able to offset the cost of enrolling more students who cannot afford to pay any kind of tuition, including offering public transit cards for the duration of the program.

This position is important because, while many of our students that were from minority groups returned from the first year, the growth that the program saw did not reflect the diversity of the valley. Our first year, out of 14 students, half of them were Latino/a and/or non-white, and slightly more than half of them were women or gender diverse. We were excited to see the diversity of the valley reflected in our classroom. The second year, though we had many of our students that were people of color and/or women return, the growth that the program saw was almost entirely (though not exclusively) white males. Out of 22 students, only ⅓ of them were Latino/a and or non-white, and only ⅓ were women or gender diverse. Our hypothesis is that word-of-mouth advertising is more effective on affluent, white populations, and that to reach the rest of the valley, we will need to have more boots on the ground engagement with local schools, like we did the first year of the program when we had no word-of-mouth support, to reach our goal of increasing diversity in the program. We have already started to build relationships with local schools, and the primary role of the Outreach Coordinator will be to develop and expand those relationships throughout the valley.

Our program has been enriched by the perspectives of people from different backgrounds in the last two years, and we are looking forward to finding ways to increase that enrichment. We acknowledge, however, the long and troubled relationship that educators have had with Indigenous People, and are not aiming to try to recruit these students. We merely want to make information about this program available to those Urban Indigenous Peoples who are already living in the city, and would be interested in a program like this. Our goal for the Outreach Coordinator is not one of recruitment, but instead one of relationship building and information dissemination so that those who would want knowledge about this program can get it.

**Project Impact**

The Dialectic at ASU is uniquely positioned to serve two populations that are traditionally underserved by philosophers: Latino and Urban Indigenous Peoples. Through intentionally reaching out to these students and including them in the next generation of philosophers, we have the opportunity to learn from and with them. We are committed to the value of including different voices, experiences, and perspectives in the
program, especially as we reflect our departmental focus of Applied and Experimental Philosophy. More diversity within the program benefits our graduate students who will be the instructors for the program and our growth in inclusive pedagogy, the undergraduate student body which may be joined by these students in the future, and, we believe, the broader community of philosophers whose work benefits from the inclusion of more diverse perspectives in the field.

**Project Goals**

- Our primary goal is to offer students an experience that is valuable and enjoyable for them. We believe that philosophy is well positioned to give students tools that help them interact with the world more productively and live well, and we design our themes around that. Bringing in more students with different perspectives and backgrounds enriches this experience for all participants.

- Expand the reach of philosophy. The students that are exposed to philosophy in the Phoenix metropolitan area are primarily the students that attend private or charter schools, this largely tracks socioeconomic status. We aim to expose more students to philosophy, and its benefits, through this program. Specifically, for 2024, our goal is to have at least 30 students (about 25% growth) while simultaneously increasing the proportion of students that come from underrepresented groups in philosophy such as Latino/a, Urban Indigenous, non-white, women, and gender-diverse populations.

- Provide space for graduate students to grow in innovative, inclusive pedagogy. This program through its focus, age range, and demographic, give ASU’s Philosophy PhD students the opportunity to grow as teachers who have the ability to adapt and innovate.

**Project Timeline**

December 2023: Instructors are chosen, and meet to discuss what themes they might want to teach next year.

January 2024: Theme finalized. Website and registration link go live. Instructors without Fingerprint clearance cards start that process. Hire Outreach Coordinator.

February 2024: Reach out to students that have attended in the past, invite them back. Start disseminating information about this summer's program.

March 2024: Outreach Coordinator starts to visit local schools, talk with community organizations, etc.

April 2024: Outreach Coordinator continues to visit local schools, talk with community organizations, etc. Instructors meet regularly to plan the syllabus, divide up the labor. Minors on Campus training completed by all instructors.

May 2024: Deadline to register passes. Instructors continue lesson planning and finalizing details. With head count, finalize details about meal plans, supplies, transit cards, logistics etc.

June 2024: Run the program. Instructors have a meeting afterwards to talk about the pedagogy and what can be improved. Write the reports.
Project Outreach
The audience for this project is the students. Specifically, as mentioned, the particular audience we are interested in is one that reflects the rich diversity of the valley in which we live and work. We reach the students through relationships that we build with local schools and communities. We already have working relationships with some of the local schools, and a few community organizers that disseminate our fliers and information for us. While this is an ongoing project, our ability to pay someone to do outreach this year, with the grant from the APA, will allow us to grow in this area.

Accessibility Plan
We were lucky to have a PhD student, Rachel Levit Ades, recently defend her dissertation on Disability Accommodation Justice. We are lucky because she was a great person to have around the department, but we are also lucky because her work made our department, the School that it is a part of, and the College that it is nestled in, have a reckoning with their readiness to respond to accommodation requests.

All requests for accommodations are processed through our Disability Resource Center, which will be our first point of contact. We also have a team in Educational Outreach and Student Services, of which the Director (Chad Price) can help us to navigate resources were we to need more help. Though, as I mentioned, our School has gone through this rather recently, and our staff support are familiar with the channels necessary.

ASU is committed to proving and paying for accommodations for all programs that happen within the university, whether that be for sign language interpreters, specially made materials for the visually impaired, or specialized transportation around campus for those with physical impairments.

Evaluation Plan
We assess the success of our first goal (making the program a valuable and enjoyable experience) through written student feedback. So far, we have received excellent feedback from students saying that they are both enjoying the program and the opportunity to connect with like minded individuals that they never would have crossed paths with, and that they find the focus on Applied Philosophy to be very applicable to their lives.

We assess the success of our second goal via demographic information. Our demographics were what initially turned us on to the need for intentional outreach. Whether or not we are successful in our goal of expanding the reach of philosophy will be measured in two fold by the growth of the program simpliciter, and the proportional growth of underrepresented groups within the program, including by race, gender, ethnicity, and socioeconomic status (measured by number of scholarships).

Our third goal is an ongoing, multiyear project among the instructors. This goal is accomplished as long as the space is established for teaching, and the instructors can engage in critical reflection on their teaching together both before, during, and after the program.

Online Presence
We have a website, as part of the official Philosophy Department webpage for ASU. Linked below.

https://shprs.asu.edu/PHIsummercamp
**Budget Narrative**

This budget is based on our budget from last year, with costs reflecting an estimated 30 students attending. The bulk of our budget goes towards paying people for their work. As this program is primarily run by graduate students (a disproportionate amount of them from underrepresented groups themselves) we do not ask people to work for free, and it is important to us that we do pay them fairly for both their time spent training, lesson planning, and teaching. We hope to be able to employ 4 instructors and pay them each $2,000 in 2024. This cost will be covered by student tuition (from those that have the ability to pay) and internal grant monies at ASU. The second largest expense is providing food for our participants and instructors during the program. We estimate spending $2,250 based on costs in previous years adjusted for 30 students and 4 instructors. All of our supplies including classroom spaces, notebooks and pens, water bottles, snacks, T-shirts, and bags, are donated by The School of Historical, Philosophical, and Religious Studies at ASU, allowing us to save on expenses in those areas. We still have overhead costs, employee related expenses, and credit card fees which we estimate will be around $1,500 for 2024. This year we hope to implement two major changes to the program, which we can do with this small APA grant. First, we will hire an Outreach Coordinator, someone who will be paid for two months in the spring to do outreach directly related to our goal to have our growth reflect the demographics of our city. We want to be able to advertise the program more effectively to students that may not live in areas where information about these kinds of programs is spread by word of mouth. We learned that we need to put more time and effort into this, and we again, believe in paying someone fairly to do so ($2,000). Secondly, as we hope to be able to enroll more students without the ability to pay, we want to be able to offer those students transportation passes for the week of the program. A bus/rail pass in Phoenix can be purchased for one week for $20, and we want to be able to offer up to 10 of these. We are asking for $3,450 to pay for those two line items, as well as offsetting the increased cost of food and overhead associated with admitting more students who do not have the ability to pay.

**Other Funding Sources**

We have received support in the past from an internal endowment in The College of Liberal Arts and Sciences at ASU, which we will be applying for again ($2,500).

We have an alumni donor who is supporting the program, who we expect to continue supporting the program next year ($2,000).

We also plan to apply for funding from PLATO this year.
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<th>Estimated Cost</th>
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| Total                                                                | **$13,950.00**  | **$10,500.00**                      | **$3,450.00**              |

Proposals over $5,000 normally are not funded.
ANGELA BARNES

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Tempe, AZ 85287

Education
Ph.D., Philosophy, Arizona State University, In Progress 2020 – Present
Graduate Certificate, Addiction and Substance-Use Related Disorders, ASU In Progress
B.A. Philosophy, Minor in Business, Ohio State University, magna cum laude 2020

Areas Of Specialization
Applied Ethics, Well-Being, Addiction, Technology

Areas of Competence
Normative Ethics, Epistemology, Disability, Behavioral Economics

Relevant Teaching Experience
Graduate Assistant Instructor, Hamilton College Summer Program in Philosophy 2023
Invited Guest Lecture: Common mistakes in debate, how to engage with arguments
CEL 100, Great Ideas in Politics & Ethics, ASU Feb 2023

Director & Instructor, The Dialectic: Philosophy Summer Camp, ASU 2021-Present
2023, Tech & Wellbeing: Hidden Influences, False Needs, Compulsive Action
2022, Productive Disagreement: Arguments, Evidence, and Value Judgements

Instructor, Philosophy and Critical Thinking Summer Camp OSU 2019
Identity: Stability Over Time, Marginalized Identity, Social Justice

Instructor, Columbus Alternative High School Partnership with OSU 2019
“Theory of Knowledge,” International Baccalaureate

Relevant Conferences
Presentation “Philosophy for figuring out What’s next?” Teaching Hub, Pre-College
Philosophy Panel, APA Pacific, with Laura Gurskey Apr 2023
Chair, Contemporary Trans Philosophy Panel, APA Pacific Apr 2023

Angela Barnes CV 1
Participant, Mentoring the Mentors Workshop, APA Pacific 2022

**Professional Service**

President, Graduate Philosophical Society, ASU 2023-Present
Graduate Representative to the Faculty

**Founding Director, The Dialectic: Philosophy Summer Camp, ASU** 2021-Present
Organized, Advertised, and Managed the Program 2022 and 2023

Graduate Student Representative, Philosophy Diversity Committee, ASU 2022-2023
Organized a workshop on Diversifying and Decolonizing Syllabi
Created a Resource Flowchart for students to find the help they need

Member, Graduate Student Council, American Philosophical Association 2022-Present
Chapter Leader, Minorities and Philosophy, OSU (19-20) and ASU 2022-Present

**Selected Awards and Grants**

Graduate College University Grant, ASU 2023, 2024
Graduate Excellence Award, The College of Arts and Sciences ASU 2023
Graduate Student Leader Award, The College of Arts and Sciences ASU 2022
Grant for The Dialectic, Philip Gene and Sue Grosjean Wilcox Endowment 2022

**Professional Affiliations**

American Philosophical Association
International Network for Economic Method
Minorities and Philosophy, ASU
Society for Philosophy and Disability
Graduate Philosophical Society, ASU