Undergraduate Ethics Writing Workshop Grant Proposal:

Submitted To: APA Grant Fund  
Proposal Date: June 30, 2010

Names and Institutional Affiliations of Project Steering Committee  
(CVs are included with this proposal):

- Chris Herrera, Ph.D.  
  Associate Professor, Department of Philosophy  
  Montclair State University, Upper Montclair, New Jersey  
  HerreraCh@mail.montclair.edu; (973) 655-4435

- Alexandra Perry, M.Ed.  
  Lecturer, Department of Philosophy  
  Bergen Community College, Paramus, New Jersey  
  APerry@Bergen.edu; PerryA5@mail.montclair.edu

Project Purpose and Benefits for the Profession

Purpose. In the course of this project, we will develop and run two undergraduate seminars that focus on writing about specific themes in philosophical ethics.

Rationale. The need to develop strong writing skills as an undergraduate philosophy major is frequently discussed, but not always in a way that can help prepare students for the likely next stages in their academic lives. For example, though students in many undergraduate programs may be required to write lengthy papers, it is often not until graduate school that those students will be asked to think about the close connection between their grasp of philosophy and their ability to write philosophically. Even less frequently will the undergraduates be exposed to the process of choosing an area of specialization, and preparing papers for conferences and publication. With this in mind, our project seeks to develop and run the first two in a series of workshops that will encourage undergraduates to think more deeply about, and practice, their philosophical
writing skills. These workshops will focus on writing in ethics, although subsequent workshops may focus on other areas in philosophy.

**Background.** This project is one component within a larger initiative developed by Dr. Chris Herrera, Associate Professor of Philosophy at Montclair State University. That initiative aims to introduce undergraduates who are thinking about graduate school to various scholarly activities in ethics as well as philosophy in general. The initiative will bring together faculty, graduate students, and undergraduates from various universities to participate in activities such as the following:

1. **Ethics Consortium:** This will draw on philosophy faculty, graduate students, and undergraduates from local universities and colleges so that they can discuss relevant and current issues in philosophical ethics. The format will usually be structured as a reading group and will center on recent publications in ethics. At other times, the group will meet for lecture and commentary on a topic that is ongoing in academic ethics. The focus of this consortium will be to introduce undergraduates to philosophical lectures and discussions in a structured and formal, yet inviting, setting. This will build on the discussions and debates that students may have been used to in their philosophy courses.

2. **Mentoring Projects:** There is currently a project that brings Montclair State University philosophy majors together with underclassman who are enrolled in philosophy classes (and may not have chosen a major). This dyad is then mentored by graduate students who are interested in careers in teaching. Dr. Herrera plans to extend this project to local High School Ethics classes as well.

3. **Service Learning:** One component of the ethics initiative is the development of service learning opportunities for students enrolled in ethics courses. As an example of such an opportunity, a student might volunteer for the State’s Division of Youth and Family Services, and receive course credit for the hours provided. The student would then write a philosophical essay that explores the implications of that experience.

4. **Online Journal:** Another primary component of the ethics initiative is the development of an undergraduate journal in ethics. The first issue of this journal is expected to be online and published in Fall 2010.

**Objectives.** The proposed project has four objectives:

1. To develop tools for use in teaching and assessing scholarly writing with undergraduates, such as templates, rubrics, and guidelines for development, revision, and
eventual submission.
2. To run two thematic workshops for undergraduate philosophy students who are considering graduate studies.
3. To follow up with students on the progress of the projects developed during the workshop.
4. To develop a workshop model for which guidelines are easily accessible.

Benefits. The accomplishment of these objectives will produce the following two primary benefits for the profession:

First, undergraduate students who are able to attend the proposed writing workshops will develop a better understanding of the various aspects of scholarly writing, such as the development of ideas, the process of revision, editing, composing, the selection of an audience, the submission process, etc., better preparing them to enter graduate school. Particularly in today’s difficult job market, this in-depth exposure to the aims and process of scholarly writing will provided undergraduates with a unique perspective on the field and their future role in it.

Second, the development of tools for teaching and assessing philosophical writing, as well as the development of a workshop model that is easy to replicate, will allow other teachers to develop similar workshops for other areas of philosophy.

Workshop Overview. The writing workshops will run twice a year during the summer term and will be based on a sub-discipline in ethics, such as Bioethics. Students will have to apply and be accepted for these workshops. Their applications will include an abstract of a proposed paper relevant to the workshop theme. Each workshop will include components like

1. The Mechanics of Writing: composing, selecting an audience, citing, etc.
2. Incorporating Historical Sources
3. Editing and Peer-Editing
4. Revision
5. Using Writing Tools
6. Submitting to Conferences
7. The Publication Process
8. Graduate School, Dissertation, and Beyond

The components will be faculty guided, allowing some time for participants to work on their projects between each module. After these components, and following a short break, participants will be invited to choose from various breakout sessions, run by faculty, based on the earlier components that were presented. We will leave time at the end of
each workshop for general collaboration, discussion, and to work on projects.

In the months following the workshop, faculty will be available to follow-up with students on the progress of their writing project in order to prepare it for submission to a conference or a journal.

**Plan and Timeline for Achieving the Objectives**

The following tasks comprise the proposed project:
- Faculty meet to develop the workshop and the tools for teaching and assessment (Fall 2010)
- Workshop Planning: advertisement, student applications, and selection process (Spring 2011)
- Undergraduate Ethics Workshops (Two, held in Summer 2011)
- Follow-up with workshop participants (Fall 2011)
- Development of workshop model and reporting (Spring 2012)

**Project Budget with a Schedule for Allocation of Project Funds**

- **Project Budget**

<table>
<thead>
<tr>
<th>Item</th>
<th>Rate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop Costs</td>
<td>$700 x 2</td>
<td>$1,400</td>
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<tr>
<td>Undergraduate Scholarships</td>
<td>$150 x 8</td>
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<tr>
<td>Faculty Stipend</td>
<td>$500 x 3 faculty members</td>
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<tr>
<td>Fringe for Faculty</td>
<td>9% of $1,500</td>
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<td><strong>Total</strong></td>
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<td>$4,235</td>
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</tbody>
</table>

- **Note to University Administrators on Indirect Costs:** The American Philosophical Association has a policy prohibiting universities from taking indirect costs from APA grant awards. See [www.apa.udel.edu/apa/facilitiesandadministrativecostpolicy.html](http://www.apa.udel.edu/apa/facilitiesandadministrativecostpolicy.html).

**Designation of Project Fiscal Agent:** Alexandra Perry, PerryA5@mail.montclair.edu

**Information about Other Funding**
We are currently seeking funding from other grant agencies for this project. In addition, we are applying for University-based funding for student assistance.

**Description of Advertisement**

Advertisement for the undergraduate ethics workshops will primarily be limited to various email lists and philosophy-related websites. Flyers will also be sent to Philosophy Departments and will include instructions for the student application process. In the final phase of the project, guidelines for the workshop model will be developed and available for scholars interested in developing similar initiatives.
Date: June 30, 2010

Ms. Linda Nuoffer
National Office
The American Philosophical Association

Dear Ms. Nuoffer:

Enclosed is a proposal submitted as consideration for the APA grant fund. My team is seeking $3,935 to develop and run two undergraduate ethics writing workshops. We are submitting this proposal with the support of my Departmental Chairperson and College Dean.

Sincerely,

Chris Herrera, Ph.D.
Primary Applicant

Alexandra Perry, M.Ed.
Secondary Applicant

Dorothy Rogers, Ph.D.
Chairperson, Department of Philosophy, Montclair State University

Luis Montesinos, Ph.D.
Associate Dean, College of Humanities and Social Sciences, Montclair State University
C. V.

Chris Herrera
herrerach@montclair.edu
973-655-4435

Areas of Speciality  Ethics, Ancient Philosophy, Philosophy of Sport

Academic Posts
Montclair State University, Associate Professor, Philosophy (1999-present). Montclair, NJ.
Primary Courses: Ethics, Ancient Philosophy, Philosophy of Sport
McGill University, Post-Doctoral Fellow, Biomedical Ethics Unit (1998-99). Montreal, Quebec.
Primary Courses: Bioethics Theory, Research Ethics.
University of Minnesota, Post-Doctoral Fellow, Center for Bioethics (1997-98). Minneapolis, MN.
Primary Courses: Bioethics, Research Ethics.
Augsburg College, Adjunct Professor, Philosophy (1997-98). Minneapolis, MN.
Primary Courses: Medical Ethics.
University of Oklahoma, Graduate Teaching Assistant, Philosophy, (1992-97). Norman, OK.
Primary Courses: Introduction to Philosophy, Ethics.

Education
University of Oklahoma, Ph. D. (philosophy) 1997. GPA: 4.0.
Dissertation: Issues Concerning Deception and Informed Consent
Embry-Riddle Aeronautical University, B.S. (Aerospace) 1987.

Publications

Book Chapters

Journal Articles
"Ethics and the rhetorical context of human research," International Journal of Epidemiology, 39, 2010
"Tinkering with the Survival Lottery during a National Health Crisis" Journal of Medicine & Philosophy, 34, 2009
"In praise of undercover research" CMAJ, 178, 6, 2008
"Is it Time for Bioethics to go Empirical?" Bioethics, 22, 3, 2008
"Restraint Use and Autonomy in Psychiatric Care," Journal of Ethics in Mental Health, 1, 1, 2006
"Protection of Human Subjects and Scientific Progress: Can the Two be Reconciled?" Hastings Center Report, 36, 1, 2006
"Disputes between State and Religion over Medical Treatment for Minors," Journal of Church and State, 47, 4, 2005
"Can We Know When Human Research is Ethical?" Contemporary Philosophy, 25, 3, 2005
"The search for meaningful comparisons in boxing and medical ethics," Journal of Medical Ethics, 30, 2003
"Ethics, Deception, and 'Those Milgram Experiments'. . .," *Journal of Applied Philosophy*, 18, 3, 2002
"Research Ethics and the Interpretive Stance in Fieldwork," *Philosophy of the Social Sciences*, 31, 2, 2001

**Invited Lectures**
"Can Virtue be Taught in Ethics Class?" University of Oklahoma Philosophy Department, Feb. 2007
"Autonomy, Ethics, and Restraint Use in Mental Health," New York Medical College, at St. Vincent's Hospital, NYC, April 2006

**Conference Presentations and Commentaries**
"Exploitation and Medical Research," (paper submitted for the 2008 Conference in Value Inquiry)
"Does it Matter if Heidegger and Carnap Agree About 'Nothing'?" 57th Northwest Conference on Philosophy, University of Seattle, 2005


"What is Left to Teach in an Ethics Class?" International Conference on Teaching Ethics Across the Curriculum, Austin, TX, October 2003.


"Bioethics and Holocaust Rhetoric," International Holocaust Conference, the University of Nebraska, Omaha, NE, April 1998.


Panel Discussions

"Sports and Ethics," hosted by the Yogi Berra Museum, Montclair State University, Nov. 2006.


Referee/Reviewer

A partial list of the journals that I have reviewed manuscripts for:

Social Science & Medicine  Theoretical Medicine & Bioethics
BMC Public Health  Accountability in Research
Health Expectations  Field Methods
Bioethics
ALEXANDRA K. PERRY

Home: 331 Gilbert Street, Ridgewood NJ 07450
Tel. (201) 970-1010; E-mail: PerryA5@mail.montclair.edu

EDUCATION

Ed.D. Montclair State University, May 2008-Present. Pedagogy and Philosophy

M.Ed. Montclair State University, May 2008, Education, Concentration in Philosophy for Children

B.A. William Paterson University, December 2006. Philosophy; minor in Psychology and Cognitive Science Honors Track. Early Graduation With Honors

TEACHING POSITIONS

Bergen Community College
Lecturer, Department of Philosophy and Religion
September 2010-Present

Montclair State University
Adjunct Professor
• Teach undergraduate courses in the department of Philosophy and Religion

William Paterson University
Adjunct Professor, January 2008-Present
• Teach undergraduate coursework in Philosophy
• 6-9 credits/Semester

Bergen Community College
Adjunct Professor, September 2008-Present
• Teach undergraduate coursework in the department of Philosophy and Religion

Gifted and Talented Education Program, Montclair State University
Philosophy Teacher 2007-2008
• Taught Philosophy Courses (Philosophy; Philosophy of Science and Contemporary Moral Issues) to 3rd-10th grade students.
PROFESSIONAL EXPERIENCE

Montclair State University
Graduate Assistant
• Departments of Philosophy and Religion and Educational Foundations
• Work on Faculty Research, Publications, and Grant Initiatives

Bergen County CASA
Officer of the Court
• Court Appointed Advocate for FA/FN Dockets (Child Abuse/Neglect)

Ridgewood Public Schools
Curriculum Coordinator- Sommerville Elementary School
• Under superintendent for Curriculum.

Institute for the Advancement of Philosophy for Children, 2008-Present
Dept. of Educational Foundations, Montclair State University.
Doctoral Assistant
• Prepare grant proposals, organized archival materials and worked on institutional advancement projects.

Project THISTLE, Montclair State University
Project Assistant, 2007-2008
• Kept records, advised Project THISTLE students, prepared reports and administrative duties (course registrations etc.)
• Project THISTLE was an educational endeavor funded by Montclair State University and the Victoria Foundation. THISTLE offered graduate courses in Critical Thinking to educators from the Newark, NJ school district (one of the largest and most urban districts within the state).

Dept. of Educational Foundations, Montclair State University, 2007
Research Assistant
• Data collection and analysis for research study funded by the National Academy of Education.

Mop-Tops Inc., DBA Kicks for Kids Shoe Stores
Office Manager, Ridgewood and Millburn NJ, 2004-2006
• Kept Financial Records (payroll, purchases etc.)
• Placed orders and worked with vendors
• General office management

William Paterson University, Disability Services 2004-2005
• Aide for hearing impaired students

Glen School Infant/Toddler Development Center
Teacher’s Aide, 2000-2003
• Worked with 3-5 year old students.
TEACHING AND ADMINISTRATION

a. Undergraduate Courses

- PHIL 110: Introduction to Philosophy (William Paterson University)
- PHR 102: Contemporary Moral Issues (Bergen Community College)
- PHR 101: Introduction to Philosophy (Bergen Community College)
- PHR 103: Logic (Bergen Community College)
- PHIL 110 Honors: Introduction to Philosophy for Nursing Students (emphasis: Medical/Research Ethics) (William Paterson University)
- PHR 106: Eastern Philosophy (Bergen Community College)
- PHIL 137: Asian Philosophy (Montclair State University)

SCHOLARSHIP, PUBLICATIONS AND RELATED ACTIVITIES:

a. Publications:

1. Articles:

2. Book Chapters
   - Perry, A “Annis Stockton Boudinet” in Dictionary of Early American Philosophers, under contract with Thommes Press.
   - Perry, A “Thomas Branagan” in Dictionary of Early American Philosophers under contract with Thommes Press.
   - Perry, A. “Charles Crawford” in Dictionary of Early American Philosophers under contract with Thommes Press.
   - Perry, A. “Lucretia Coffin Mott” in Dictionary of Early American Philosophers under contract with Thommes Press.
   - Perry, A. “Abbey Kelley Foster” in Dictionary of Early American Philosophers under contract with Thommes Press.
   - Perry, A. “Margaret Mercer” in Dictionary of Early American Philosophers under contract with Thommes Press.
   - Perry, A. “Elizabeth Grame Fergusson” in Dictionary of Early American Philosophers under contract with Thommes Press.

3. Contributions:

b. Presentations at Conferences and Colloquia

• Perry, A. “The Problem of Qualia and Questions of Philosophical Application, Implication, and Obligation.” Montclair State University Department of Philosophy Colloquium, October 2009.
• Perry, A. “Philosophy for Children and Secondary School Curriculum”, Dept. of Educational Foundations Faculty Colloquium, Montclair State University, December, 2008.
• Perry, A, “Neural Plasticity and Brain Damage: Implications and Evidence in Linguistic Capabilities and Categorical Learning”, Annual Meeting of the University Honors College, William Paterson University, April 2006.

d. Editorial Work

• Managing Editor: Journal of Theoretical and Applied Ethics

e. Administrative and Policy Reports

• Perry, A. Institute for the Advancement of Philosophy for Children application for Formal Affiliation with the American Philosophical Association
  a. Prepared and Authored Application; organized efforts; refereed communication between IAPC and APA; drafted constitution etc.
f. Grant Work:
   - Perry, A. Applicant (with Chris Herrera), APA grant: Undergraduate Ethics Writing Workshops (submitted, June 2010).
   - Perry, A. Preparer, NEH Grant for Scholarly Translations. Primary Investigator, Dr. David Kennedy, October 2009 (proposal)

LECTURES, WORKSHOPS AND OTHER PRESENTATIONS

- Institute for the Advancement of Philosophy for Children Beginners Workshop, Mendham NJ, August 2006.
- Perry, A., under the direction of Mandik, P. Undergraduate Honors Thesis, “Plasticity and Modularism: Are the Compatible?” An inquiry in to the changing ideals in evolution and neuroscience, what can linguistic and neuroscientific evidence tell us about this seeming paradox of theories, especially in taking from evidence regarding first language acquisition and linguistic processing in children with very early hemispheric brain damage. Approved with Highest Grade, University Honors College, December 2006.
- Perry, A. William Paterson University Department of Psychology Senior Research Group. “Life Satisfaction as Compared in Humanities and Non-Humanities Students in the University Setting”, Spring 2006.

UNIVERSITY AND PROFESSIONAL SERVICE

- Service to the Institute for the Advancement of Philosophy for Children
- Perry, A. Organizational Coordinator to the APA Committee, 2007-Present.

ASSOCIATION MEMBERSHIPS

- American Philosophical Association
- Society for the Philosophical Study of Education
- American Educational Research Association
- Pi Lambda Theta, Honors Society in Education
- Phi Sigma Tau, Honors Society in Philosophy
- William Paterson University Philosophy Club (President) 2005-2006
- Ridgewood Cooperative Nursery School (Board Member) 2006-2007.