2020 SUMMER INTERNSHIP MODULES
June 29, 2020 - July 24, 2020

Email your top two module preferences to
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MODULE 1.
Jessica Maria Gonzalez, Graduate student in the Department of Logic and Philosophy of Science interested in the relationship between moral psychology and moral philosophy.
Topic: What can science tell us about ethics?

How do we make moral decisions? Do we carefully weigh different options, thinking about our cultural upbringing or the laws of society? Or is it a more impulsive process? Or both? In this module, we'll research moral psychology and what contributions it has made to the field of ethics. In particular, we'll ask: *What can science tell us about ethics?* We'll investigate the limitations of science, focusing on the boundary between *morality* and *how we think about morality*. Interns will examine this boundary by compiling research from contemporary and cross-cultural studies in moral psychology and experimental philosophy.

COVID-19 component. For those interested in adding a COVID-19 aspect, students can also focus on the following: In the COVID-19 pandemic, we've seen that science can tell us how to save lives. It has told us what measures will be most effective and who is most at risk. What sorts of moral claims have been made over the past several months, and how do these relate to our scientific knowledge? What do you make of the fact that Dr. Fauci is receiving death threats, with people blaming him for both the virus and the economic downturn?

Meetings. This module will have both synchronous and asynchronous components. We'll meet via Zoom each Monday, Wednesday and Friday at 1pm. Monday and Wednesday meetings will be one hour while Friday meetings will be two hours. In the meetings, we'll discuss: (1) the fields of moral psychology and moral philosophy, (2) research methods, and (3) research results. Additionally, we will coordinate our research asynchronously via Google Drive. Interns may be asked to team up to work on research topics together. All group-work may be completed remotely.

MODULE 2.
Ben Hoyt, Graduate student, Department of Political Science.
Topic: Will the Liberal Arts Education Survive the 21st Century? Best Practices for Liberal and Civic Education in Uncertain Times

Intern Tasks: Interviews, Compiling Literature Review, Data Analysis
Topics Covered: American higher education, the liberal arts education, history, philosophy, contemporary politics. Platforms Utilized: Google Docs, Zoom.

Interns in this module will investigate the current situation of and best practices for the liberal arts education today. Since the time of Greek and Roman antiquity, an education in the "artes liberales" (or the arts that make one worthy and capable of self-government) has been seen as the ideal for institutions of higher education. In this way, higher education and a healthy political system were seen as inextricably linked. Since their creation, American colleges and universities have embraced a "liberal arts" curriculum that introduces students to a wide variety of topics, broadening their intellectual horizons and political perspectives, which is supposed to prepare them for effective democratic citizenship along the way. In recent years, widespread demographic change in the student population of America's colleges and universities, the abject decline of declared majors in the humanities and social sciences, and shifting expectations about the purpose of a college education among admitted students has threatened to undermine traditional best practices for turning students into citizens. This module will ask interns to map the current state of affairs across academia and help answer the questions of what today's students

expect from higher education and what universities can do to foster greater civic consciousness among those it needs to prepare for democratic citizenship.

Interns will either work collecting/transcribing interviews with prospective and current college students, and university faculty/administrators working to keep civic education alive in American universities today. These interviews will all be conducted remotely via Skype, Zoom, or FaceTime, and transcription can be done by students remotely as well. Interns will also have the option of helping to develop a comprehensive literature review on the state of American liberal arts education today. Students working within this component of the module will read and summarize books as well as academic and journalistic articles on three topics: a) the history and philosophic underpinnings of the liberal arts education, b) the current state of affairs in American higher education (including its demographic shift to include more students of color as well as students from disadvantaged backgrounds), and c) strategies being employed by stakeholders to help keep liberal education alive. The group leader will assign readings, curate a Google Doc which will serve as an annotated bibliography of the group's progress, and lead discussions on Zoom about our findings. Time permitting, students will learn how to conduct data analysis on original data collected which measures the impact of civic education classes on various indices of civic engagement among students at UCI.

MODULE 3.
Monica DeRoche, Graduate student, Department of Political Science
Title: Sexual violence, women's liberation and the importance of leadership in giving license to prejudice, hate and violence against "the other"

On October 15, 2017, actress Alyssa Milano posted a tweet: "If all the women who have been sexually harassed or assaulted wrote 'Me too.' as a status, we might give people a sense of the magnitude of the problem." Within days, millions of such posts, from women all over the world, publicly proclaimed they too had been sexually harassed or assaulted in their lifetime. This provided a match to the kindling #MeToo movement, and within the year that followed, over a dozen high profile Hollywood producers, actors, and other industry personnel who were accused of sexual misconduct were fired, publicly ostracized and/or faced legal ramifications. The resultant increased public profile for sexual misconduct was deemed empowering for women the world over, and even more women were expected to report sexual abuses as a result of what many perceived would be an inevitable change to the predominant cultural narrative about appropriate and allowable treatment for women.

According to annual statistics compiled by the Department of Justice, the percentage of rapes or sexual assaults reported to police *did* in fact rise from 23% in 2016 (the year that Trump was elected President) to 40% in 2017 during the height of the #MeToo movement (Bureau of Justice Statistics (BJS) 2017). However, the same cannot be said for reporting between 2017 and 2018. Not only did the percentage of reported sexual assaults decrease from 40% (2017) to 25% (2018) but the rate of actual rape or sexual assaults *more than doubled* from 2016 to 2018 (BJS, 2018).

What should we make of the reversal of reported sexual assaults from 2017 to 2018 (with 75% of women not reporting their assaults to the police) and the large increase in assaults experienced by women in the #MeToo era? Were women not empowered, as predicted, to report their assaults to the police? Were men not *dis*empowered from assaulting women as a result of the perceived increase in accountability and public shaming exhibited by the #MeToo movement? And what is the role of political leadership in harnessing and legitimizing sexual violence, in this case toward women but toward those deemed different in general? (Immigrants, the elderly, those with darker skins or different ethnic and religious practices?)

During this Summer Internship, we will look at the discrepancies between expected and exhibited outcomes through the lens of how the tweets from President Trump, in his role as the highest authority in the land, may have counteracted the effects of the #MeToo movement in sending contradictory messages to both women and men about appropriate and allowable conduct, in both speech and action. Students will work both independently and in conjunction with their mentor on two projects, including how to do a literature review. (1) We will examine

an exhaustive list of data from President Trump's social media accounts, such as Twitter. Students will be taught how to analyze – code and evaluate -- these texts using textual and content analysis. Students will be taught these statistical skills and how to analyze quantitative data. (2) Students will do a similar analysis based on a snowball survey sent to female academics and students via the national Women's Caucus for Political Science. (3) Finally, students will get practice conducting a literature review to compare our findings with what we expect the long-term implications to be from what we know in the literature about how normative behavior is socially constructed and reinforced.

MODULE 4.
Kristen Renwick Monroe, Chancellor's Distinguished Professor of Political Science and Director, UCI Interdisciplinary Center for the Scientific Study of Ethics and Morality
Title: When Conscience Calls: Moral courage in times of confusion and despair.

What is moral courage? Why is it important? Why do we care about it? How can we best examine it and distinguish it from other types of courage? Students will analyze both interview and textual data from people who demonstrated moral courage. These include:

1. Individual protests against wrong-doings (e.g., Steve Zimmer, former head of the LA Schools who protected undocumented students; Heather Booth, social activist in the abortion movement, the civil rights summer of 1964 and the Affordable Care Act).
2. Moral courage in the family (a school teacher who gave up 13 years caring for her mother; a Chinese woman, sold into slavery as a child, who refused to sell any of her own children later)
3. Consummate professionals, whose commitment to ethical standards of their profession drives their moral courage (e.g., Loretta Lynch, who as Chair of the California Public Utilities Commission withstood tremendous pressure not to have public hearings after the Enron scandal; an Indian civil servant who sued the government over caste violations)
4. Whistle blowers (e.g., Richard Ceballos, who sued the DA's office over corruption. We will also analyze public statements/texts by spies such as the "Fourth Man," Edgar Snowdon and Chelsea Manning, if possible)
5. Defying the state (e.g., interviews with rescuers of Jews during the Holocaust; Volker Heinz, who smuggled people out of communist East Germany when a student, close to your age)
6. Speaking truth to power (e.g., Senators Romney and Flake and prominent Republicans and Democrats who broke ranks to criticize their president, e.g., Gene McCarthy, George Conway, Sarah Laughlin)
7. Moral relativism. Most analyses of moral courage analyze people whose acts the analysts find morally admirable. What about people whose values you find unacceptable yet who nonetheless act bravely out of *their* moral values? We will examine texts, legal archives, archival sources, etc. to analyze people like Martin Luther (an anti-Semitic bigot but whose courage in seeking reform within the Roman Catholic Church led to the Reformation); Sir Thomas Moore, (respected Renaissance humanist and Catholic saint who burned many heretics at the stake but whose principles led to his death for failing to sign the Oath of Supremacy, making Henry VIII head of the Church and allowing Henry to marry Anne Boleyn); (c) Nazis Albert Speer and Wilhelm Stuckart (both claimed they worked within the system to delay, mitigate or prevent worse abuses yet Speer's efficiency is estimated to have prolonged WWII by six months and Stuckart was a key player in writing the Nuremberg Laws.) Does their moral courage correspond to the same moral courage of other groups? Is what drove it different? This should lend insight into moral relativism, an important topic in ethics.

Tasks. Students will analyze moral courage among groups 6-7. It is obvious that some of these people will hold moral values you admire and others will not. Is moral courage the same for each group? Students will (a) search for texts, legal testimony, archival letters or journals, and even social media texts, (b) find additional exemplars and (c) be taught how to analyze texts using narrative interpretive analysis and computerized textual analysis programs such as THEME or Latent Semantic Analysis. This module in moral psychology instructs students on how the way we think about moral issues influences and determines our treatment of

others. Hours are flexible but we will coordinate as a group once a week and then have individual sessions with subgroups.

MODULE 5.
Prince Heto, Graduate student, International Relations
Title: Negotiations, Regional Integration and Domestic Politics in International Relations

In what ways do current approaches to International negotiation enable or hinder the ability of states to effectively implement international commitments? Like humans, countries work together on different projects. They negotiate and sign agreements that impose certain obligations on them. We will investigate whether the way international agreements are negotiated affects governments' ability to follow through on them. At the end of our time together, we will each come up with different testable hypotheses on the relationship between regional legislative process and treaty implementation. That is okay. The goal is not to find "the" answer. Instead, our objective is to learn how to generate research puzzles, examine what others have written about a problem, and develop an informed position on the issue.

Topics: Interns will learn about regional integration, international negotiations, regional organizations, and domestic politics.

Learning objectives: At the end of the project, students will be able to analyze scholarly articles, identify ethical issues in social science research, and write a well-argued literature review that can be published as a blog post.

Tasks: Interns will design a project, collect relevant secondary materials and synthesize them, and write a blog post or research paper based on their findings.

Meetings: We will use Zoom for our project meetings. During our meetings, we will learn through games, group discussions, individual presentations, and short videos. Some of the games will use kahoot!