

Summer Internship Program 2011-2012

Misty Knight-Rini

Doctoral Student – UCI – Political Science

During the summer of 2012, I was fortunate to work as a mentor to two high school interns for the UCI interdisciplinary Center for the Study of Ethics and Morality. The funding and interns provided by the Center allowed me the opportunity to start work on a project I have long been thinking about. The project aims to explore the early effects of the Supreme Court's decision in *Citizens United v. Federal Election Commission*.

I quickly realized that I needed to focus my research design in order to complete the project. Further, it became apparent that the project could lend itself to an even better project following the 2012 election. I spent the summer exploring the factors that contributed to the outcomes in three key senate races in 2010. To do this, my mentees and I examined state and national political climates, campaign propaganda, candidate speeches, and candidate income and spending reports. We also began tracing PAC contributions.

From this research, I have begun developing a set of criteria for evaluating the role of campaign finance laws in the upcoming senate elections. At the urging of Professor Monroe, I am drafting a thought piece on the topic that will ultimately serve as the groundwork for an article focused on the effects of *Citizens United* on the 2010 and 2012 senate elections. This research will explore the effects of limitless PAC contributions and other campaign finance laws on election outcomes.

In addition to research experience, I was afforded the unique opportunity to mentor younger students. This was a valuable experience that has allowed me to use my research in community outreach. Without the Center for Ethics and Morality, this research and mentoring experience would not have been possible.

Alex Keena

Grad Student – Political Science

My role in the 2012 CEM Summer Intern Program entailed a collaboration with another mentor, Kelly Rivera. Kelly and I jointly mentored two local high school students, Charles Min and Julia Huang, while working on a project headed Professor Monroe involving ethics education. The primary question addressed in this project, which is articulated in Professor Monroe's pending book chapter tentatively entitled "Moral Salience and Our Relations to and Treatment of Others", concerns the psychological underpinnings of ethical behavior. To what degree does empathy foster solidarity with others? Further, can empathy be instilled in individuals through educational activities? Our group's contribution to this project was a preliminary investigation into the design of ethics education curriculum aimed at high school students.

Our four-week agenda consisted of three primary objectives:

1. Agree on a suitable definition of ethics
2. Survey the psychological literature for methods for measuring ethics in order to administer test to subjects before and after our intervention
3. Consider methods of intervention in the form of educational "games" or learning activities for high school students that might engage with students' empathic feelings towards others and foster a sense of self-awareness

Unfortunately, neither mentees were able to complete the program in its entirety. Julia left after Week One in order to attend a summer program with the UCI medical school, and Charles left after Week Two in order to attend a program at Yale in New Haven, CT. To my knowledge, both students continued to correspond with Kelly through email and participated in our group's activities electronically through the duration of the program. Although we were never fully able to complete our objectives with our entire group present, we did make significant progress:

1. Concerning the task of defining ethics: Kelly and I led a group discussion with both mentees during the first week of the program and arrived on a tentative definition of ethics initially offered by Dr. Koons. For our purposes, ethics is defined as a "bridge" for navigating conflicting moral perspectives.
2. After suggestions from Professor Monroe and Kelly and some detective work by our mentee Charles, we found three potential tests for measuring the effects of our intervention:
 - a. The Ethical Position Questionnaire -- Forsyth (1980) -- A simple test that place participants into one of four ethical typologies according to their approaches to moral judgment.
 - b. The Implicit Association Test -- Greenwald et al. (1998) -- measures participants' discrimination levels according to their mental associations with certain concepts or objects.
 - c. Myers-Briggs Type Indicator (1962)--classifies participants into one of four dichotomy groups based on their perceptions of the world and decision-making processes.
3. Although we were never able to arrive at a concrete activity to serve as the intervention (primarily because we were unclear about the length of the intervention period), a few potential ideas were proposed. Professor Monroe suggested using journal writing as a means of fostering self-reflection, though this activity would likely require a long-term intervention period. Since much of research on games involved elementary aged students, Kelly and I instead considered designing a series of hypothetical "ethical dilemma" scenarios that would be more appropriate for older students. These activities would also be more conducive to short-term intervention periods, could be implemented in only a few hours, and would (ideally) foster small group discussions aimed at imparting students with a more complex understanding of ethics and a greater tolerance toward the moral inclinations of others. We agreed that any such scenario ought to (1) deal with "real life" situations, such as ethical problems in the medical realm suggested by Dr. Koons; (2)

relate to students in their everyday lives (cheating, abortion and sexual assault were some ideas proposed); and (3) be controversial and complex enough so that there is no clear, obvious solution to the problem. In sum, our proposals presupposed that empathy can be fostered by exposing subjects to a broader ethical perspective and a greater understanding for the moral inclinations of others, and by emphasizing the cultural and social relativity of systems of morality.

Shaia Araghi

Aliso Niguel High School

During the summer internship program, I:

- researched the causes and effects of various anti-corruption campaigns
- researched anti-corruption campaigns in countries such as Russia, Japan, South Korea, Liberia, and South Africa
- used the research to view the differences and similarities among anti-corruption measures in different countries
- contacted people working on anti-corruption campaigns in other countries to gain more information about the methods (TV ads, posters, radio, etc.) used in other countries to deter citizens from engaging in corruption
- contacted various employees at Transparency International (program coordinators, research coordinators, etc.)

Carrie Reiling

Grad Student – UCI – Political Science

This summer, I was pleased to receive funding and research support from the UCI Interdisciplinary Center for Ethics and Morality to work on my project about the United Nations Security Council resolutions on “Women, Peace, and Security.” The research assistance from my mentee, Leslie May Legaspi, a UCI junior, and the support of the group to help me coalesce a vague research idea into an accomplishable project will be invaluable as I move forward with this research.

With Leslie’s assistance, I was able to accomplish a good deal of background research on these resolutions, on the history of gender mainstreaming in the United Nations, and on the theoretical implications of gender for human security. For her part, Leslie conducted background research on gender mainstreaming in the UN and concluded that while it is a worthy goal, the UN as a whole has problems implementing it. She found that the implementation issues could exist because there is not a fully developed understanding of the benefits and implications of gender mainstreaming throughout the UN. Her research was key to my understanding of the broader UN discussions related to the resolutions on Women, Peace, and Security.

For my part, I examined feminist security studies literature and how it brings gender into human security. I am continuing to parse whether human security can absorb some types of feminist concerns of anti-militarism and protection as well as agency, or if it is necessary for feminists to consider another form of “security” that can more fully highlight and incorporate the role of gender. This will be the theoretical foundation for my research. I also examined the five resolutions on Women, Peace, and Security and found that after the initial one, 1325, all but one of the resolutions was devoted to the protection of women and girls from sexual violence in conflict. Only the initial resolution called for gender mainstreaming, including women in the conflict prevention and resolution initiatives, which many scholars and activists believe is a key to preventing sexual violence.

As of now, because of Leslie’s excellent research assistance and the ability to talk my ideas through with the group, I have notes, a rough outline, and a good bit of data for my current paper, as well as several suggestions for future, related research projects. I will be compiling these into a draft of a qualifying paper and a presentation for a panel on Gender and Human Security at the ISA-West Conference in October.

Leslie May B. Legaspi

University of California, Irvine

Undergraduate – Political Science

The United Nation’s Commitment: Gender Equality Through Gender Mainstreaming

The United Nations, founded in 1945 after World War II, committed itself to promoting and maintaining peace and security throughout the world. One of the major issues they have been working on is the promotion of gender equality. So, at the Center of Interdisciplinary Center for the Scientific Study of Ethics and Morality Mentorship Program, I focused my research on the United Nation’s attempt to implement gender equality through gender mainstreaming. “Gender mainstreaming entails bringing the perceptions, experience, knowledge, and interests of women as well as mean to bear on policy making, planning and decision making,” (Mazurana, Raven-Roberts, and Parpart 15). The United Nations believes that it is important to promote gender equality because having a gender perspective will aid in peacekeeping and human security.

Although there has not exactly been much success as hoped for in trying to promote gender equality, there has been some improvement. For instance, the Department of Peacekeeping and Operations (DPKO) and the Department of Disarmament Affairs (DDA) have done research papers on the issue of gender equality and provided ideas on how a gender perspective could be used in diverse situations. Other efforts have been made by developing:

“a code of conduct that is informed by the gender dimensions of missions for peacekeepers and all personnel deployed on peace operations; some training manuals for peacekeepers attempt to outline the issues associated with prostitution and HIV/AIDS; the United Nations has established gender units or assigned gender advisers in six recent peacekeeping missions; and most, important, the United Nations had adopted the Security Council Resolution 1325 of October 2000,” (Whitworth, 119)

In addition, Canada and the United States of America have developed gender-training materials for peace support personnel. With these efforts in effect, it is evident that the United Nations has been doing their best to promote gender equality. However despite these efforts, the United Nations still finds it challenging to truly develop gender equality in their work.

The UN finds it challenging to achieve gender equality despite its efforts because “there is a real gap between policy pronouncements and research papers produced at UN headquarters in New York and the actual implementation of such policy measures,” (Whitworth, 120). Because there is no fully developed understanding of how gender equality can be implemented, gender mainstreaming becomes harder to implement. For example, the UN truly wants to achieve gender equality through gender mainstreaming, however people do not even fully understand how gender mainstreaming could be incorporated into their work. On the other hand, non-governmental organizations (NGO’s) argue that incorporating gender mainstreaming could help people work more effectively because “it turns a critical term (“gender”) into an instrument for problem-solving goals,” (Whitworth, 120). NGO’s then promote how the concept of gender equality provides a different perspective on how to solve dilemmas. Hence, even though individuals do not fully understand gender mainstreaming, promoting gender equality remains a vital goal for the United Nations.

Thus, as a result of the mentorship program I have developed a better understanding of how the United Nations makes an effort to implement gender equality through gender mainstreaming. Gender mainstreaming seems like an easy concept to grasp, but it is definitely a challenging concept to implement in the work of the United Nations. In my opinion, I think the United Nations has done a great job of emphasizing the importance of gender equality. Although, I also think that there is a lack of implementation due to the fact that people do not fully understand how gender mainstreaming could be implemented in their work. Thus, the United Nations should make a better effort at explaining how they could implement gender mainstreaming. Overall, I think it is beneficial that the United Nations continues to achieve gender equality through the strategy of gender mainstreaming.

Works Cited

1. Mazurana, Dyan, Parpart, Jane, and Raven-Roberts, Angela; *Gender, Conflict, and Peacekeeping*. Lanham: Rowman & Littlefield Publishers, Inc., 2005. Print.
2. Whitworth, Sandra; *Men, Militarism, & UN Peacekeeping: A Gendered Analysis*. Boulder: Lynne Rienner Publishers, Inc., 2004. Print.

Andrea Vandom

Grad Student – Political Science
and

Shaia Araghi

Aliso Niguel High School

During the program Shaia and I began a literature review in the field of corruption mitigation. We reviewed the theoretical literature on why individuals engage in corruption and mechanisms

that will deter individuals from engaging in corruption. We also focused on empirical research utilizing experimental design that tested the theories. We were able to outline the hypothesis, methods and findings of each experiment and compare and contrast them. This work will serve as the foundation for a research proposal I look forward to developing in Fall 2012 incorporating experimental design.

In addition to reviewing the academic literature, we reviewed which mechanisms governments are adopting in their own anti-corruption campaigns. We researched anti-corruption campaigns in various countries, such as Russia, Japan, South Korea, Liberia and South Africa and compared the campaigns across countries and regions. We also contacted individuals in international organizations working on anti-corruption campaigns to gain more information on the messages and media type used in the campaigns to deter citizens from engaging in corruption. This provides background information in order to compare whether the theories developed and mechanisms tested in the academic world mirror those being implemented in policies.

Kelly Rivera

Tobis Fellow

This academic summer, 2012, I had the good fortune to mentor high school interns Charles Min and Julia Huang for the UCI Interdisciplinary Center for the Scientific Study of Ethics and Morality. Charles and Julia worked closely with graduate student Alex Keena and Tobis fellow Kelly Rivera (me), on an ongoing project to construct ethics intervention curriculum for high school aged students.

This summer our group worked to develop a curriculum aimed at bringing ethics education to that population in a meaningful and effective way. We spent a great deal of time grappling with the theoretical framework of ethics and ethics intervention. Inspired by Dr. Koons' contribution about how the medical ethics board he serves on conceives of ethics, we embraced a mixed model that views ethics as a bridge to navigate conflicting moral perspectives as well as a mechanism of self-reflection. We established this as our primary outcome goal of the intervention itself – to develop students' skills at self-reflection and navigating conflicting moral perspectives.

In addition to this development, we studied measures that can capture the effectiveness of this ethics intervention. These included the Myers Briggs personality test, the Implicit Association Test (IAT), and the Ethics Position Questionnaire (EPQ). Both Julia and Charles were tasked with researching each test and providing some feedback for the group. Each was able to find related articles and evaluations of success or complications experienced with these measures from previous research. We also included previous studies conducted by Professor Monroe and determined that self-reflection through journal writing would serve as an indicator of intervention efficacy.

Once firmly framed and measurements were selected we began work on the intervention itself. Both mentees were tasked with researching and proposing various role playing scenarios that would engage their peers in meaningful ethical dilemmas. In particular, our group was interested

in selecting topics that have a direct impact on the life of high school students today. After much debate we settled on the following topics to use to build scenarios - bullying, cheating, abortion, and social networking. The project is currently moving forward in the form of a book chapter with the collaboration of Professor Monroe, graduate student Johanna Solomon and myself. Ideally, this will develop into a curriculum that can be implemented in high schools but may also lead to the development of an ethics intervention game.

The summer Ethics program provides an invaluable service to our community. It not only draws high school and undergraduate students in the world and rigor or research but it also allows us researchers an opportunity to mentor and see our own work through new eyes.