

Research, Scholarship, and Creativity Grant

Deadline February 11th

Please print and complete this checklist and attach it as the cover page of your grant application.

Faculty information

Name: Peg O'Connor Dept: PHI and GWS

Email: poconnor@gustavus.edu Rank: Professor

Checklist

XX Description of previous projects (and outcomes) funded by RSC grants

XX Complete project description, including separate statements of:

1. **Purpose.** What are the intellectual, conceptual, or artistic issues? How does your work fit into other endeavors being done in this field?
2. **Feasibility.** What qualifications do you bring to this project? What have you done/will you do to prepare for this project? What is the time period, i.e. summer, summer and academic year, academic year only? Is the work's scope commensurate with the time period of the project?
3. **Project Design.** This should include a specific description of the project design and activities, including location, staff, schedules or itineraries, and desired outcomes.

XX RSC Budget Proposal Form attached as last page of application

XX Nine (9) copies of completed application and budget (including this checklist) to be submitted to the John S. Kendall Center for Engaged Learning (SSC 119)

If successful, my proposal can be used as an example to assist future faculty applications. This decision will not in any way influence the evaluation of my application. **Yes / No** (please circle one)

- Directions:
1. Enter your Name
 2. Enter the Stipend Costs
 3. Enter the Project Costs (both individual costs and Total Project Cost)
 4. Enter Total Amount Requested (Total Project Cost + Stipend)

NAME Peg O'Connor

STIPEND (Please check one box to indicate your distribution preference)

Note: The RSC grant will fund up to 1,500 towards Project Costs. If your project costs will exceed this amount, you may opt to apply a portion (or all) of your stipend to cover these additional costs. If this option is your preference, please select "Partial Amount".

☐ **Full Amount** (\$700- assistant professor; \$600-associate professor; \$500-full professor)

☐

Partial Amount (apply a portion of the full amount to project costs)

Partial Amount: Please indicate the amount that you would like to apply towards project costs (\$ _____) and the remaining stipend after this deduction (\$ _____)

PROJECT COSTS: List each item individually with its cost. Attach additional sheets if necessary.

I. Equipment (e.g. transcription machine, camera, digital recorder—but not computer hardware)

- 1.
- 2.
- 3.

II. Materials (e.g. books, printing, software, lab supplies)

1. Please see partial biblio above
- 2.
- 3.

III. Personnel (e.g. typist, transcriptionist, student assistant)

- 1.
- 2.
- 3.

IV. Travel (cannot include conference travel, see <http://gustavus.edu/finance/travel.php> for allowable expenses)

1. Please see project description above
- 2.
- 3.

Project Costs Amount

I. Equipment

- 1.
- 2.
- 3.

II. Materials

1. 600.00
- 2.
- 3.

III. Personnel

- 1.
- 2.
- 3.

IV. Travel

1. 600.00
- 2.
- 3.

TOTAL PROJECT COSTS

\$ 1200

TOTAL AMOUNT REQUESTED (Total Project Costs + Stipend)

\$ 1700

(Note: The RSC grant will fund up to an amount equal to your Full Stipend + 1,500 for Project Costs)

Application for Research, Scholarship, and Creativity Grant

Peg O'Connor

Department of Philosophy

Gender, Women, and Sexuality Studies Program

Previous projects and outcomes of work supported by Research, Scholarship, and Creativity grants

In AY 1998-1999 I received a Research, Scholarship, and Creativity grant to complete two chapters of my book *Oppression and Responsibility: A Wittgensteinian Approach to Social Practices and Moral Theory*. Monies from that grant were used for the purchase of a CD-ROM program of the published works of Ludwig Wittgenstein. As part of my grant application, I requested to use a portion of the funds so that I would be able to participate at the World Congress of Philosophy, an international conference held every four years, and at which I presented two of the book chapters.

In AY 2001-2002, I received a Research, Scholarship, and Creativity grant that helped me to complete a co-edited anthology (with Lisa Heldke) entitled *Oppression, Privilege, and Resistance: Theoretical Readings on Racism, Sexism, and Heterosexism*, that was published by McGraw-Hill in December 2003. Additionally, I used money to purchase a CD-ROM program of the notebooks and lectures of Ludwig Wittgenstein. The CD-ROMs purchased with both grants continue to be an invaluable tool in my research.

In AY 2004-2005, I received a Research, Scholarship, and Creativity grant that helped me to (nearly) complete a monograph entitled *Morality and Our Complicated Form of Life: Wittgensteinian Metaethics*. This work argues for a shift in the dominant metaphor of foundations to stability. In order to make this argument, I purchased numerous architecture books, which are notoriously expensive since they have so many color photographs. I also purchased a number of books that were more traditionally philosophical. I note here that the CD-ROM programs of Wittgenstein's works have continued to be an invaluable resource in my research.

Morality and Our Complicated Form of Life was published in summer 2008.

In AY 2006-07, I was awarded but declined a partially funded RSC grant. My grant application being partially funded was a consequence of my having received an RSC grant in 2004-05.

In AY 2008-09, I was awarded a Research, Scholarship, and Creativity grant that resulted in one paper entitled "The Cartesian Mind in the Abused Body: This Pilot Isn't Going Down with the Ship." I presented a version of this paper in November 2008 at the Biennial Conference of the Radical Philosophy Association. I later revised this essay for another conference entitled "Dimension of Pain," in Helsinki in September 2009. A version of this paper is forthcoming in print.

In addition to these essays, I created an educational program on campus for students with serious alcohol infractions and created a bystander training program aimed at college students who find themselves and friends in high risk drinking situations.

Short description of projects for which funding is being sought

I have three different but related projects presently simmering in my scholarly crock pot. They are:

- A continuation of my work on the mind body dualism from the perspective of trauma and abuse survivors;
- A general audience work about philosophy and addiction; and
- Educational programming aimed at high school and college students about alcohol and drug use and abuse.

Purpose of Proposed Projects and Relation to Previous Research by Self/Others

Wittgenstein is the tie that binds the first two projects together. In many ways, the discussion of the mind/body dualism and the relation between these two different substances is directly related to one of the central images in my last book, *Morality and Our Complicated Form of Life*. I am arguing that they are felt together, and one seeks a chimera when one looks for the point of their contact. It is the philosophical equivalent of not just falling down the rabbit hole but jumping in head first.

With respect to the manuscript on philosophy and addiction, Wittgenstein's concepts and my extensions of them are the organizing principles. Having written two monographs using Wittgenstein, this project is a natural outgrowth. What is so different about this project from my previous Wittgenstein-inspired projects is that the intended audience is not professional philosophers but the general public. That is both liberating and completely terrifying. There are several books of varying quality on addiction from a Buddhist perspective, but absolutely none that appeals directly to Western Philosophy.

The third project has grown out of my work on the alcohol and drug education task force and my commitment to change the ethos of this campus about high risk drinking. In particular, I am attempting to effect a change away from the view that these issues properly belong in student services, and to a more holistic community approach that directly involves faculty, staff, and administrators.

Feasibility

With respect to the first project about mind body dualism, I would like to write a long article and not embark on another book-length project. I would hope this would appear in a journal or as a book chapter.

The second project I see as a book manuscript, though I do not imagine that I could complete it over the course of the academic year. Given the huge differences between academic presses and commercial ones, I will need to recalibrate my work.

The third project will involve creating web-based version of several of the educational training programs and writing curricula and facilitators' guides. This, too, is a whole new arena of publishing for me.

Detailed Project descriptions

Project One: Mind Body Dualism

The final version of "The Cartesian Mind in the Abused Body," for the *Dimensions of Pain* volume is only twenty pages, which barely scratches the surface of the issues I wish to explore. I have continued my exploration with a conference presentation in December 2010 at the American Philosophical Association entitled, "Limitations and Embodiment: Rethinking the Imperative for Mind Body Integration for Survivors of Sexual Abuse." This paper begins to tease out the argument there is a certain kind of ableism at work in therapeutic recommendations that victims of trauma or abuse need to integrate their minds and bodies. Such a view assumes that all people want to integrate in these ways, and that all people can. This paper has led me to neuroscience and neuropsychology, examining the effects that trauma has on the physical brain. It has prompted me to look for alternative conceptions of the mind body relationship, ones that do not assume their mutual exclusivity but rather their mutual constitution.

The experiences and perspectives of trauma survivors are often ignored in traditional philosophy. It is important that they be seriously considered, since they lead to some of the most important questions in philosophy about self-identity, epistemological (knowledge-related) authority of individuals on their own experiences, and normative assumptions about what wholeness and integrity involve.

Project Two: On the Rocks Is a Form of Life: Philosophy and Addiction

Philosophy has much to offer discussions of addiction. I think a lot of alcoholics are philosophers who are searching for *a* or *the* meaning of life. We often just looked in the wrong places for a long time. I just happened to go to graduate school and became trained as a professional philosopher. My fields are moral philosophy and Ludwig Wittgenstein. Saying I am a moral philosopher is not to say that I am more moral than anyone else. No, it means that my work focuses on the meaning of life, character, responsibility, identity, self knowledge, and all those other topics that anyone from an AA meeting would immediately

recognize. This work is aimed toward a general audience and not formally trained philosophers. In many ways, I think this is the most important work I am presently undertaking.

For Wittgenstein, the philosopher's work is liberating herself and others from bewitching pictures, skewed conceptual schemes, unreasonable and perhaps unjustified expectations. Above all else, philosophy ought to aim for clarification--of oneself, one's place in the world, and the ways we make meaning. Philosophy, when practiced well, can be *useful*. It can enable us to grapple in productive ways with questions about the meaning of life.

Project Three: Alcohol Education Training and Peer Support

I have created two alcohol programs with my collaborator, Janet DeMars, that are directly related to education. With additional work, each of these may be "packaged" and made available to other institutions. The first is KNEAD, which stands for Knowledge Needed to Engage in Alcohol Dialogues. This program educates people about the warning signs and other indicators that a student (or colleague) may have chemical abuse or dependency issues. This training program aims to show some of the patterns that high risk drinking often involve. I need to formalize and systematize these working notes into a curriculum so that this training can be made available and facilitated by someone else.

The second alcohol education program is Be on PAR: Plan, Act, and Resolve. I created this training as a direct response to the increasing number of incidents where dangerously intoxicated students have been with friends. At present, I have only working notes for facilitating this training, and will be offering it more regularly on campus. These notes need to be systematized.

The third alcohol related work is onGUARD, which stands for Guided Understanding Alcohol's Real Dilemmas. This is a facilitated educational peer discussion group for those students here at Gustavus who have been to detox or the hospital for alcohol and drug incidents or who self-identify as having a drinking problem. It is imperative to write a curriculum for this group, and to explore the significant pedagogical challenges a group of this sort presents. It has also become clear to me that these students are in the throes of existential crises, which connects directly to my philosophy and addiction work.

Project Design

In many ways, the "designs" of my projects are in the descriptions above. Monies from this RSC grant would be used for the purchase of books and other reference materials. Since I am working with at least three different bodies of literature, my book needs are significant. With respect to books about alcoholism and sexual abuse, I have been very happy to make them available to other offices on this campus concerned with these issues. Books from my past grant now reside in the office of the coordinator for the high risk drinking initiative and are regularly loaned to the students with whom we work.

Should there be any classes or training opportunities at Hazelden or other organizations that work on addiction issues, I hope to make use of money from the RSC to help defray costs of my participation.

Request: \$1200.00 (base)
 \$ 500.00 (stipend)

Expenses with a very partial bibliography:

Wittgensteinian Works:	
<i>Seeing Wittgenstein Anew</i>	\$45.00
<i>Wittgenstein's Ladder</i>	\$18.00
<i>Taking Wittgenstein at His Word</i>	\$35.00
<i>Fat Wednesday</i>	\$22.00
<i>Wittgenstein in Exile</i>	\$35.00

Works Related to Alcoholism:

O'Connor RSC grant 2011

<i>Addiction and Responsibility</i>	\$40.00
<i>High Culture</i>	\$40.00
<i>Mindful Recovery</i>	\$15.00
<i>I Am Your Addiction</i>	\$17.00
<i>Addiction</i>	\$18.00

Works Related to Sexual Abuse:

<i>Repair Your Life</i>	\$16.00
<i>The Wounded Heart</i>	\$17.00
<i>Counseling Survivors</i>	\$18.00
<i>How Long Does it Hurt?</i>	\$18.00
<i>Victims No Longer</i>	\$18.00