

GRANT PROPOSAL COVER PAGE

You can type information directly into the cells below.

		Date	April 5, 2007
1. Proposal Title	Measuring Empathy and Solidarity through Collaborative Faculty-Student Research and Teaching: Using Information Technology at SCU and USJ		
2. Name of Person submitting Proposal	William Stover		
3. Phone	554 4121	E-Mail	wstover@scu.edu
FAX	551 1772		
4. Type of Grant (Please check one):	<input checked="" type="checkbox"/> Bannan Grant	<input checked="" type="checkbox"/> Dialog and Design Grant	
5. Provide you <u>4 – 6 letter</u> Department ID or Program ID. (Not a Fund number!) This information <u>must</u> be provided. (e.g. ECON for Economics Department, LACLNC for Law Clinic.)			
O			
P L I			
SCU Department ID or Program ID		Contact Person	
<i>* You must have an SCU Affiliation</i>		Ext.	
6. If your department does not provide administrative assistance to manage grants, we will provide help. Do you need for us to help manage your grant?	<input checked="" type="checkbox"/>	Yes	<input checked="" type="checkbox"/> No
7. Total cost of proposed project	\$		5000.00
8. Amount of money requested from Bannan Center	\$		5000.00
9. Amount requested from other sources, if any (please list):			
Earhart Foundation	\$		4000.00
Scaife Foundation	\$		4000.00
	\$		
10. Please explain briefly what will happen to this project if you do not receive funding from the Bannan Center.			
Work with USJ will be again suspended until funding can be found elsewhere			
Please note that to budget request involves INTERNATIONAL rather than domestic transport, lodging and meals.			
Department Chair or Supervisor Approval	Janet A. Flammang		April 15, 2007
	Name (Type or Print)	Signature	Date

**Proposed Budget
Bannan Grant**

Name: William Stover
Proposal Title: Measuring Empathy and Solidarity through Collaborative Faculty-Student Research and Teaching: Using Information Technology at SCU and USJ

I estimate that I will spend the money I am requesting as follows:

<u>PRIME ACCOUNT</u>		<u>AMOUNT</u>
SUPPLY	office, lab, or instruction supplies	
PHONE	telephone charges	
REPROD	copying, printing	
MAIL	postage, mailing, fax charges	
TRAVEL	domestic transport, lodging or meals	5000
SPCEVT	food charges, room charges for a special event	
CONTRS	guest speaker honoraria, research subject fees, professional services	
MISC	publications, subscriptions, membership dues	
SWAGE	student wages	
STFSAL	staff salary	
FACSAL	faculty salary	
BENEXP	student, staff, and faculty benefits	
TOTAL		<u>5000</u>

Please note:
In the event that this grant is awarded, your department is responsible for any overdrafts associated with this grant.

See Page 3.

Grant Proposal Evaluation Form

Date April 5, 2007

Proposal Title Measuring Empathy and Solidarity through Collaborative Faculty-Student Research and Teaching:
Using Information Technology at SCU and USJ

Name of Grantee _____

Phone _____

Part I: [To be completed for submission along with your original grant proposal.]

List the intended outcomes of this project: (Use additional pages if necessary)

More complete education of the whole person by fostering empathy, participation in the values, feelings and interests of others.

Participation in the condition of others suffering injustice.

A short, relatively simple on line quantitative questionnaire measuring movement on a scale from ignorance (role absence) through empathy (role adoption) and solidarity (the contemplation of action on behalf of others).

The inclusion of foreign national students at Saint Joseph's University with whom Santa Clara students can be compared in cross cultural research.

Collaboration among faculty and students at two internationally recognized Jesuit Universities, SCU and USJ.

The ability of USJ to offer their students their own Middle East conflict resolution simulation in French using SCU software and servers.

**PENDING APPROVAL OF YOUR GRANT - PARTS II AND III ARE TO BE COMPLETED
AT THE END OF YOUR GRANT PERIOD.**

PROPOSAL BUDGET ACCOUNT NUMBER

14006		RSCH	
Fund	Dept ID	Program	Project ID

Part II

Briefly describe the actual measurable outcomes of this project and the assessment tools you used. (Use additional pages if needed.)

Part III: Describe any other outcomes of your project.

Project Title

Measuring Empathy and Solidarity through Collaborative Faculty-Student Research and Teaching: Using Information Technology at SCU and USJ

Statement of Problem

Empathy may be defined as the capacity to participate in the values, feelings and interests of others. This application differs somewhat from the psychological use of the term, for it's directed at a person's attitude toward other groups rather than other individuals.

My Middle East conflict resolution simulation (Middle East CRS www.scu.edu/crs seeks to foster the development of empathy as part of educating the whole person by encouraging an emotive as well as intellectual connection. Individuals can gain practice the skills of political science, history, law, and communication; but if they lack empathy, they will never fully grasp the complexity of international affairs or the true condition of others. We must be able to view the world from the perspective of others in order to understand more fully their condition, values and goals.

Participating in the interactive simulation, Students select Middle Eastern countries to represent, and conduct an inter-subjective research project that uses sources from the nation they're representing (as well as scholarly work). They are given a scenario that projects Middle East conflict into the future, and asked to make moves that represent diplomacy with other countries.

All simulations share a common characteristic—the need for students to play a role, either as a specific character from a known institution or a general actor from an undisclosed or fictional one. It is this role playing that links simulations with empathy, part of a continuum in which increasing levels of role attainment correspond to greater experience of the values, feelings and interests of others.

On one end of the continuum, there is a condition of *role absence*. Students may be completely unaware of a role, and have no empathetic feelings toward the character they will be asked to play.

Presented with the need to join the simulation, however, they move to a state of *role awareness*. They accept the challenge to act in the learning process, beginning to consider new and alternative ways to view a political situation or problem.

The next point on the continuum, *role acquisition* requires students to acquaint themselves with the role they will play, learning more about the character or institution they'll represent.

Finally, *role adoption* occurs when students assume the characters they are simulating. They experience their values, feelings and interests. Simulation directors must guide students along this continuum, helping them achieve their highest possible level of role adoption for the simulation to be successful.

Empathy can lead in different directions. For some, it may be a negotiating tool to strike a better outcome. Recognition of the other party's interest may enhance the negotiator's leverage. One who possesses empathy can use it to manipulate or dominate others.

In some cases, however, individuals may go beyond empathy, not only participating in the feelings, values and interests of others, but contemplating activity to help others achieve their goals. This sense of solidarity combines perceptions with action, theory with practice, an understanding of the good with an attempt to achieve it.

This Bannan Grant application is intended to support scholarly and pedagogical efforts to measure the empathy and solidarity that participation in the Middle East conflict resolution simulation seems to foster. I would do so by establishing simulations at Saint Joseph's University similar to those conducted at Santa Clara to obtain an international, comparative measure of the results.

Method

The Middle East conflict resolution simulation is a powerful stimulus in the development of empathy and solidarity. Research published in the *Journal of Political Science Education* and *International Studies Perspective* suggests a relationship between participating in a simulation experience and an increase in role adoption, demonstrated with quantitative and qualitative measures.

The quantitative data is primitive, however, relying almost exclusively on a series of paired adjectives representing scaled opposites. There is a need for a refined questionnaire that could be administered before and after participation in the simulation. Students would be required to complete the questionnaire as part of their on-line registration for the simulation. They would complete a second instrument after the simulation as a condition for receiving a certificate of participation suitable for framing. Thus the instrument must be relatively short, suitable for administration on line, and easy to complete. Otherwise, prospective participants might be discouraged from joining the simulation activity.

Findings would be strengthened by cross cultural research, measuring movement on the continuum involving individuals in the United States as well as in the Middle East. This scholarly, pedagogical effort would also provide an opportunity to bring two Jesuit universities together in collaborative research, Santa Clara University and Saint Joseph's University in Beirut.

Beirut is a center of learning in the Middle East, attracting students from the whole region. It's a city with six large universities and a many colleges offering education in humanities, art, business and science as well as training for many professions.

Unique among these institutions of higher learning is L' Universite Sainte-Joseph (USJ), a Jesuit university founded in 1870. With four large campuses in East Beirut, the poor, war ravaged part of the city, the university has 12 colleges including schools of medicine, dentistry, pharmacy, law, business, social work, nursing, humanities, engineering, social science and religion as well as many centers for research, teaching and learning. The university's mission seeks to promote academic excellence and professional skills, become a center of research and innovation, offer a

place where the individual can thrive while learning more fully, and encourage dialog through biculturalism and multilingualism.

USJ would be an ideal university to join SCU for research on empathy and solidarity.

Timetable

My first visit to USJ was in 2001. I was welcomed warmly by John Donohue, S.J., director of the Center for Arab studies, who expressed an interest in cooperation with Santa Clara University based on the Middle East diplomatic simulation I had recently developed. He introduced me to several individuals who had similar interests in working with SCU: the Dean of the College of Humanities and Letters, the Director of the Center for Strategic Studies and the Chair of the History Department

I visited USJ again in 2003 when the Bannan Center provided me funds to develop an on-line dialog of faith among Christians, Jews and Muslims to discuss Middle East conflict resolution. Father Salah Abou-Jaoudé, S.J., Director of the Institute of Islamic-Christian Studies at USJ was an active participant in this, along with twenty other religious teachers, scholars and practitioners from throughout the Middle East, Europe and North America. (Dialog of Faith www.scu.edu/crs) Conducted over so great a distance and tall a barrier, the Dialog of Faith brought together individuals who could not visit each others' homes due to governmental exclusion, refusal to recognize their state, or outright hostility. Yet they could exchange viewpoints in this internet forum, respecting one another, listening, being heard, and sharing their ideas with students. Faculty at USJ were impressed at what information technology could do to help facilitate communication and change.

Thus, I was invited by the Department of History, Center for Strategic Studies, and College of Humanities and Letters to visit again in 2004 and help establish a closer academic relationship with Santa Clara. With travel support from the Bannan Center, I offered the short course, US Decision Making (Cuba, Vietnam, Iraq) in December 2004, involving twenty four hours of academic activity over an eight day period. The class of twenty one students discussed the nature of US strategic decision making and participated in two simplified diplomatic simulations.

In addition to offering the course, I met again with John Donohue, S.J. and Salah Abou-Jaoudé, S.J. as well as the Humanities and Letters College Dean, History Department Chair and Strategic Studies Director. All expressed an interest in developing further the relationship with Santa Clara.

Thus, I was invited to return to USJ last December to offer a short course using information technology and applied international relations. Unfortunately, the political situation in Beirut was not conducive to an educational visit at that time, so I traveled elsewhere.

This winter quarter, faculty and students at USJ attempted to join us in our international conflict resolution simulation, involving participants from throughout the Middle East, Europe, the United States and Central America. Sadly, the USJ students could not manage the technology. It was very disappointing to them and to me. We had forty five students from the American University in Beirut participating, but students at our fellow Jesuit University were unable to do so.

Award of the Bannan grant would permit me to train faculty and students at USJ to use information technology in order to join SCU in future simulations. In addition, I would help them set up their own conflict resolution simulation in French, their language of instruction that could use our software and run through SCU servers. As a result, more students could be involved, and they would subjects in the data base to measure empathy and solidarity cross culturally.

My plan is to visit USJ in December 2007, offering the short course in information technology and international relations I was supposed to teach last year. We would focus on the techniques of participating in the international simulations SCU presents each winter quarter. I would return in April or May of 2008 during my sabbatical to work with faculty in setting up their own simulation using our software and server.

Relevance to Past and Future Research and Teaching

I have been using on line, interactive simulations as part of my teaching and research for the past six years, publishing four articles in the major pedagogical journals of the American Political Science Association and the International Studies Association.. I have developed information technology software for other faculty to use in creating their own simulations world wide. In doing so, they would participate in the measurements of empathy and solidarity as part of their registration and grant of a certificate. Most of this activity would be in the United States, so the link with USJ would provide cross cultural, comparative data. This would strengthen my research and findings, leading to further publication.

Relevance to Bannan Institute Criteria

The grant would focus on the education of the whole person by developing a measurement of empathy and showing how participation in conflict resolution simulations help students share in the values, feelings and interests of others. This goes beyond the accumulation of information to a deeper level of understanding and wisdom, helping participants view the world from a different perspective. It would also help individuals experience more directly the injustice of Middle East politics as practiced over the past half century. By linking solidarity to empathy, the research would help us learn more about the nature of commitment to others who are suffering injustice.

Grants Received during Past Three Years

Award, Fulbright Scholarship Board Senior Specialist in Information Technology and Conflict Resolution (2006).

Fellow, Center for Science, Technology, and Society, Santa Clara University (2006).

Grant, the Laura Jane Musser Fund (2005).

Grant, Markkula Center for Applied Ethics, Santa Clara University (2004).

Approval of Department Chair

Professor Janet A Flammang has given me her approval for this activity, and my sabbatical leave has already been granted.

Budget

Travel for Two Trips to Lebanon	\$3500
Accommodations in Beirut	1500
Total Amount	\$5000

Conclusion

Two classic buildings stand not far from the heart of Beirut, still scared by the violence of war. Both have been empty shells for the past twenty years since the civil war tore the city apart. Their facades are marked by bullet holes and the impact of rocket and mortar fire. Both are surrounded by the development of modern new apartments, office buildings and shopping malls. One is currently being demolished, making room for further development. The other stands alone, empty, silently awaiting its future. Many citizens of Beirut want this building to remain as it now stands, a memorial to the destruction of violence amid the erection of a new urban environment—a symbol of learning from the past while adapting to the future.

USJ is looking for practical and innovative methods to teach international relations and conflict resolution involving information technology and the use of American English. They are attempting to build upon their experience in East Beirut, having offered education and service to Muslims and Christians alike throughout periods of colonialism, global wars, national development and civil conflict. They have learned much from their past history, caring for the poor, marginal and dispossessed in a city that has experienced great change, sometimes through vicious violence.

Symbolized by the destroyed houses standing in the university's neighborhood, USJ seeks to remember and learn from the past as they plan for the future. We at Santa Clara are in a position to collaborate with this fellow Jesuit University. We can learn from their experience at community reconciliation, dialog, and service. We can offer them new methods of learning through information technology and the practical application of theory, educating the whole person as well as gaining a greater understanding of human suffering and resilience.