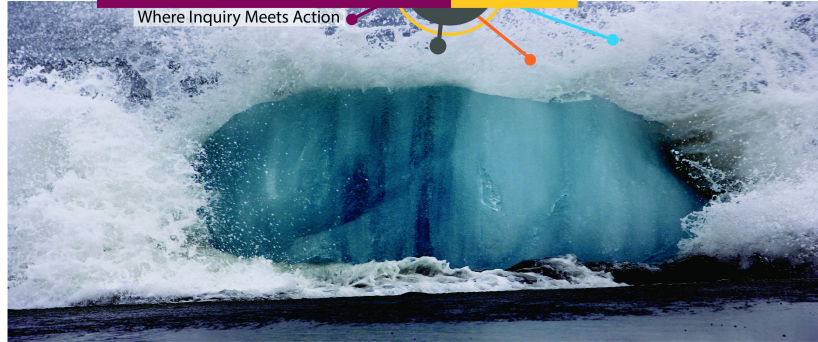


Humanities Lab

Where Inquiry Meets Action



Special Edition Newsletter - Dec 2020 / Jan 2021

Humanities Lab Newsletter

* New Year Special Edition *

IMPACT OUTCOMES

A Note from the Humanities Lab Directors:

Hello, and happy new year! We want to celebrate and welcome 2021 with a special edition of our newsletter showcasing the incredible collaborations, partnerships and impact outcomes from our Fall 2020 Labs. We continue to be inspired and energized by the creativity, passion and commitment Humanities Lab students and faculty invest in positive and equitable social transformation. We also want to thank the School of International Letters and Cultures (SILC) and the School of Social Transformation (SST) for supporting our collaborative leadership and the interdisciplinary work of the Labs.

As you read on, prepare to be **wowed!** The broad scope of work that each Lab team has accomplished will no doubt continue to create a rippling impact as we transition to 2021.

Speaking of 2021 ... we are happy to share that our Spring 2021 cohort of Labs are nearly full. If you find yourself interested in taking a Lab, teaching a Lab or have ideas for a future Lab, please connect with us [HERE!](#)

Enjoy the issue!

Juliann Vitullo, PhD
Humanities Lab Interim Director

Heather Switzer, PhD
Humanities Lab Interim Co-Director

Why is the Amazon Burning?

**Does the rainforest have rights?
How has it been utilized by humans over time?
What about the rights of the Indigenous occupants?
What policies exist regarding the Amazon?**

Why is the Amazon Burning? students had an incredible opportunity to collaborate with faculty from the [Future of Innovation in Society](#) and the [School of International Letters and Cultures](#) as well as various scholars from across the globe ranging from the United Kingdom to universities scattered throughout Brazil (including the [University of Sao Paulo](#) and [Federal University of Amapa](#)) to investigate these key questions about the physical and cultural landscape we know as "the Amazon." In total the Lab collaborated with 10 different thought partners as they created informed and meaningful tools for explaining the complexities of the Amazon rainforest's land, inhabitants and the effects of the pandemic in Indigenous communities.

Impact outcomes included:

- Layered story maps of the Amazon rainforest developed in partnership with embedded ASU librarians and the Director of [Maps, Imagery and Geospatial Hub](#), Matthew Toro.

View projects on [extractivism](#) and [cattle ranching/ deforestation](#).

- Article drafts for *Future Tense*, a partnership of *Slate* magazine; students met with Future Tense editor Torie Bosch (interview [HERE](#)) for a question/ answer session on pitching articles and best practices.
- White papers on land use tensions in Arizona. (See one example [here](#)).

"To my surprise, there are many similarities between tribes in the Amazon rainforest and tribes in Arizona. They share indistinguishable social inequalities and cultural disruptions, both of which have disabled traditional practices that once prevented deforestation and desertification."

- Gabriel Garcia, Citizen of the Tohono O'odham Nation, 2nd Year ASU Grad Student, Global Technology and Development (MS; SFIS) & Why is the Amazon Burning? Humanities Lab student.

[Click here to view one of the Lab group's story maps!](#)



**What is the Anthropocene?
What does it have to do with climate change?
What are the human stories embedded within chains of consumption?**

Imagine: each Lab session starts with the professors going around the "room" (Zoom screen) asking students to rate their heart space as a way to 'bring [the] body to surface by performing its current state.' This performance preparation practice opened each session in this innovative Lab.

In *Performing the Anthropocene*, a diverse community of students and their faculty from the [School of Sustainability](#) and the [School of Music, Dance and Theater](#) researched human consumption as they co-created original performances exposing disturbing sustainability concerns including human disconnection and the global consequences of inaction. For example, one Lab outcome is a short film created by a local/ international student collaboration that blends original footage from the Grand Bazaar of Turkey, the peak of A-Mountain, other locales, and interspersed holographic acting scenes that together create a haunting and enlightening depiction of human disconnection.

Other impact outcomes involved:

- Collaborative journals that paired research with image collages visually illustrating and elucidating student's findings.
- [Original art](#) from Lab student Sydney Buhr, exposing human impact on the planet.
- A series of collaborative short performance films with topics including: *Is Food a Burden after Purchase?* and *The Great Pacific Garbage Patch*. Evocative final films were titled: *Reconnect*; *Soil to Soul*; *Extinction and Food Waste* and *a World in Confinement*.
- The Lab used ASU Institute Professor Liz Lerman's [Critical Response Process](#) to further develop their collaborative films and performance work throughout the semester.

"I loved the class very much. Being a doctoral student requires a lot of work by yourself, and this pandemic has made that alone work even more evident. Taking the class in my last semester made me feel part of a community that cared about the planet and knew how to have fun with the art we created."

- Erica Berejnoi Bejerano, Fall 2020 4th year ASU Grad Student in the Sustainability program (now Ph.D. grad), researcher at the ASU [Happy Lab](#) & *Performing the Anthropocene* Humanities Lab student.

[Click here to see one of the Lab group's performance films!](#)



**What is addiction?
Is addiction always problematic?
How much control do individuals have over addiction?
How can we reduce or prevent addiction and its harms?**

The *Rethinking Addiction* Lab was the first Humanities Lab to commit its impact outcomes to an exclusive community partnership. Lab students had the opportunity to work directly with faculty from the [Department of Psychology](#), the [School of Music, Dance and Theater](#) and the executive team from [Southwest Human Development's Smooth Way Home](#) program. Students put their research to immediate practice in the creation of engaging, public-facing impact outcomes with use-value to their community partners.

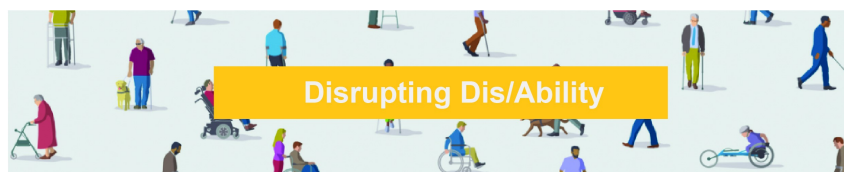
Students collaborated with faculty, an embedded librarian and one another as they reviewed scientific literature, studied movies (including [Beautiful Boy](#)) and art, and interviewed guest

consultants on models of addiction and how to work with families. They integrated all these resources to develop the following student-led impact outcomes that Smooth Way Home will incorporate into their outreach program to support the clients they serve and intervene in harmful cultural narratives concerning addiction stigma:

- A series of 12 infographics entitled Billboards for Babies that offer different approaches to reducing unconscious bias among health care workers regarding addiction. View [HERE](#).
- A Facebook page and presence that shares resources in bite-sized posts, includes testimonials, has a gallery of partner links, and provides community for those who engage. The page is currently private. Stay tuned for the official launch.
- A video campaign comprised of 4 short films aimed at reducing unconscious bias among health care workers; the films use testimonials from actual clients provided by Smooth Way.
- A promotional video detailing web resources that Smooth Way Home offers on its website, view [HERE](#).

As a result of the incredible work in this Lab, Southwest Human Development/ Smooth Way Home has begun meeting about implementation of the materials into their program. The Lab was also independently recognized by the [University of Pikeville](#) and invited to participate in a virtual conference addressing the moral responsibilities of higher education to address addiction.

Click here to see one of the Lab group's Smooth Way resource films!



**Who decides what counts as a disability?
Who determines what it is to be able, or healthy?
When we imagine disability, what do we envision?
How can we reimagine disability in ways that could reshape ableist structures?**

Students in Disrupting Dis/Ability had the opportunity to work with faculty from the [School of Social Transformation](#) and the [School of Humanities, Arts and Cultural Studies](#) to explore key questions concerning cultural narratives of dis/ability in our world today. Students were asked to imagine projects as "disruptions" designed to intervene in structures of ableism. Through reading, research and course discussions, students decided to focus primarily on structures of ableism within higher ed. Student teams worked with consultants on and off campus including ASU's ADA Compliance [Coordinator](#) regarding physical space, ASU's [IT Accessibility Coordinator](#) regarding virtual space, community leaders from local nonprofit organizations that support people with intellectual disabilities ([Detour Theater Company](#)) and investigative journalist, author and disability advocate [Amy Silverman](#). Students created their own teams and dedicated their time to pursuing change through a variety of impact outcomes.

- [Team Access](#) - worked closely with ASU's ADA Compliance Coordinator ([Peter Fischer](#)), GIS Enterprise Developer ([Karen Fisher](#)), and Director of Digital Transformation ([Bobby Gray](#)) to create an accessibility 'layer' to [ASU's Interactive Map](#) that will identify accessible restrooms, building entrances and other pertinent information regarding physical access on all 4 ASU campuses (stay tuned for the Spring 21' unveiling of the newly configured campus maps in the ASU App AND more to come in [Beyond the Lab!](#))
- [Team Coalition](#) - laid the groundwork for creating ASU's first student-led Accessibility Coalition and becoming the newest member of [ASU's Council of Coalitions](#). This work included recruiting existing student organizations serving disabled students, lobbying current council members for support, holding town halls to raise awareness and solicit constituency support and drafting a constitution for the new Coalition. View the constitution [HERE](#).
- [Team Workshop](#) - hosted two pilot workshops and created sample syllabi designed to help ASU instructors create accessible and inclusive learning materials and classrooms and intervene in the harm inaccessible learning materials can cause.
- A fourth student team worked to improve ASU Counseling services by soliciting student narratives of their counseling experiences--the good and the bad. They compiled student voices in a 9-page zine they distributed electronically and placed strategically around campus. Read about their disruption in a State Press article [HERE](#)!

"...Disrupting Dis/Ability Discourses has 'changed my life' ... I found throughout different course readings, linked videos, dialogue with friends, and profound statements from fellow classmates, I was living, in ways, with discourses about myself... Having transitioned from an able body to a disabled body, having had privileges and lost privileges..."

- Garrett Tanner is a junior in the Walter P. Carey School of Business pursuing a Marketing degree & was a Fall 2020 Disrupting Dis/Ability Humanities Lab student.

Click here to read the full blog post from Lab student Garrett Tanner!



**How do we define the state of our planet?
How do people respond when faced with cataclysmic natural events?
What can we learn from survivors' narratives of natural disasters?
How do different writers address this subject?**

Shaping Climate Narratives students had the opportunity to join faculty from the [Walter Cronkite School of Journalism](#) and the [School of Music, Dance and Theater](#) in creating a theater performance piece as a key component to their Lab's climate exploration. The foundation for the piece originated from [Voices from the Future](#), a collection of more than 30 stories and interviews of survivors of extreme weather events including floods, fire and more spanning five separate continents.

Students from the Lab partnered with ASU Library's [Director of Data Science and Analytics](#) as well as [Director](#) of their [Map and Geospatial Hub](#) as part of their research into the Lab's climate-based inquiries and in preparation for developing, writing and staging their performance.

Lab impact outcomes included:

- Opening texts for the performance piece that were honed to specific audiences such as academics, students and community organizations. A handful of targeted variations included a song and spoken intros catering to political conferences, high school students, sporting event audiences and environmental youth scout groups.
- Various media pieces created with data visualization and cartography. For example, one student team created a digital layer map with a program called [ArcGIS StoryMaps](#) that delineates areas of the world where weather events have historically occurred and enables users to interact with the map to learn about overlapping events in particular regions.
- The Lab's final outcome was a powerful performance piece featuring six professional actors from [Sojourn Theater](#) who delivered a masterful performance via Zoom.

Since the culmination of the Fall 2020 semester, the Lab's theatrical piece titled "Weathering the Storm: Shaping Climate Futures," has received funding support from the [Institute for Humanities Research](#) and the [Julie Ann Wrigley Global Future Laboratory](#). With this funding, a polished Zoom recording will be produced featuring the professional acting team and corresponding visuals. The production is slated to be shared with select audiences through online engagement.

[Click here to read an ASU Now article on Voices from the Future!](#)



**Does multilingualism matter?
What are language policies like in other countries?
Wouldn't things be easier if we all spoke the same language?
What is the relationship between culture and language?**

As the English Only law awaits legislative review once again in Arizona, students in the Only English? Lab joined faculty from the [School of International Letters and Cultures](#) and [Mary Lou Fulton Teachers College](#) to use these key questions for framing their investigation of language use, pedagogy, politics and policy in different cultural contexts.

Only English? students met with an unprecedented EIGHTEEN thought partners across the span of the semester, including a Regional English Language officer from the State Department (currently deployed in Africa), the Director of the cultural department of the Pima Maricopa Indian Community, lawyers, filmmakers, digital mapping specialists and linguistic professors from ASU, the University of Georgia and the University of California, Berkeley. Impact outcomes derived from their diverse methodologies and thought collaborations resulted in an array of Lab activities and outcomes:

- In preparation for meetings with experts, students researched each collaborator, prepared questions and then engaged in robust hour-long question/ answer dialogues
- They wrote letters and created fact sheets regarding Only English legislation to share with their legislators in Arizona.
- Throughout the semester students developed mini documentaries that addressed challenges such as language loss and maintenance as well as multi and monolingualism.
- They culminated their semester-long investigation in a public [docu-short film screening](#) featuring films and podcasts on heritage languages, language and identity, culture and communication, and language loss. All are viewable [here](#).

"I highly recommend taking a Humanities Lab! Although the lab was unrelated to my major, it has been my favorite experience this [Fall 2020] semester."

- Angeli Sirilan is a sophomore in Biomedical Sciences who is involved with Barrett Honors College, the Southeast Asian American Student Association (SEAASA) & was also a Fall 2020 Only English? student.

[Click here to see the Lab's docu-short film screening!](#)



A Note about Humanities Labs

-- AND WHAT LABS OFFER --

Labs welcome students from ALL degree programs for our team-oriented collaborative Lab experiences. You can sign up for a Lab under a variety of prefixes ([search](#) Lab titles for options). Students (graduate and undergraduate) and faculty teams join together as a diverse interdisciplinary community to research and address their Lab's complex challenge and to develop multiple impact outcomes.

Humanities Labs offer students:

- General studies **humanities credit HU (Spring 21' approved)**
- Automatic honors credit to Barrett Honors students
- CISA students can earn capstone credit for 400 level Labs
- Research opportunities & a public forum in which to present ideas
- An opportunity to continue team projects in our *Beyond the Lab* program

The Spring 2021 Labs are almost fully enrolled. To check them out and view the available prefixes, click on the link below. Interested in taking a Lab, teaching a Lab or have ideas for a future Lab, connect with us [HERE!](#)

[Click here for details on ALL Spring 2021 Labs](#)

PS. If you like our newsletter please share it with your friends.
We always welcome new faces and ideas to the Lab!



TEAM-TAUGHT | COLLABORATIVE | INTERDISCIPLINARY

Humanities Lab

humanities.lab.asu.edu

Ross Blakley Hall, Room 177AB

PO Box 870601

Tempe, AZ 85287-0601

humanitieslab@asu.edu | 480-727-7220

This email was sent to: **%%emiladdr%%**

[Forward to a friend](#) | [Update Profile](#) | [Unsubscribe](#)
[View this email online](#)

Humanities Lab
Ross Blakley Hall, Room 177AB
PO Box 87001, Tempe, AZ, 85287-0601, USA

Copyright © %%xtyear%% Arizona Board of Regents | [Privacy statement](#)