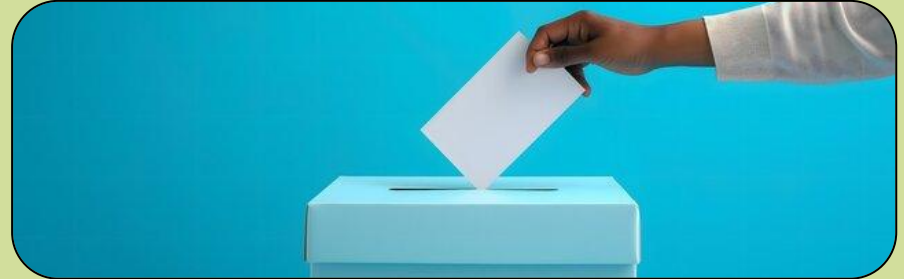


Humanities Lab - Impact Outcome Presentation

Using Education to
Protect Democracy



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INTRODUCTION

Bernie Sanders
Video

The Humanities Lab: Educating for Democracy? is essentially a think tank where students at ASU propose ideas on how to better prepare people for democracy through education.

After coming up with an idea, students (us) present our ideas to an audience (you) in hopes of inspiring or making people more aware about democracy in education.

The video to the right introduces our topic of scapegoating.



THE PROBLEM

Political scapegoats have historically and presently been used to justify marginalization of individuals and erode democratic institutions by pushing authoritarian policies.

Examples:

- “Immigrants are taking our jobs”
 - → Mass deportation + Dehumanization of migrants
- “Schools are forcing LGBT narratives on children”
 - → Ban books + Defund education
- “Islam is a violent religion”
 - → 2017 ‘Muslim Ban’ + Justification of Palestinian genocide



Figure 1. Immigrants being held in overcrowded “border camps” in Texas, 2019

Existing Solutions

- 'Civics' Education
- Conflict on both sides to uphold their own beliefs on a "proper education"
- Many educational schools have started programs to increase awareness
- iCIVICs, Mikva Challenge, Freire Schools
- Public schools function as a "cultural melting pot"
 - What about rural schools?
- More representation of marginalised groups in media (ex. LGBT Disney)



Our Solution

- Intergenerational learning
- Recognizing misinformation
- Representation for out groups
- Increase in education checks
 - Recognizing misinformation
 - Gaining critical thinking skills
 - Ability to understand both perspectives
- Incorporate learning from contemporary media to keep students engaged (ex. TikTok)
- Give opportunities for students to express their individuality



What We Learned

- Own experience
 - Big shift in polarization towards outcasting populations
 - How has cancel culture instigated more scapegoats
- Mirabella (1950s-1970s Childhood)
 - Segregation: Schools never talked about marginalised groups (Taboo)
 - COVID-fear rose
 - “Magnet Schools” desegregated public schools by bussing students from diverse parts of town



Sorority Experience

- Open discussion revolving around three main questions
 1. What is something you learned in school that has changed over time?
 2. How has college shifted your mindset towards marginalized populations?
 3. Humans are inherently territorial and make in-groups and out-groups. How can we prevent this?

Findings:

1. Critical race theory?
2. Compared to K-12 ASU has a more diversified campus. Providing exposure to other cultures
3. Students were unsure that they knew how to be a democratic citizen
4. Importance of cultural exposure and acknowledgement

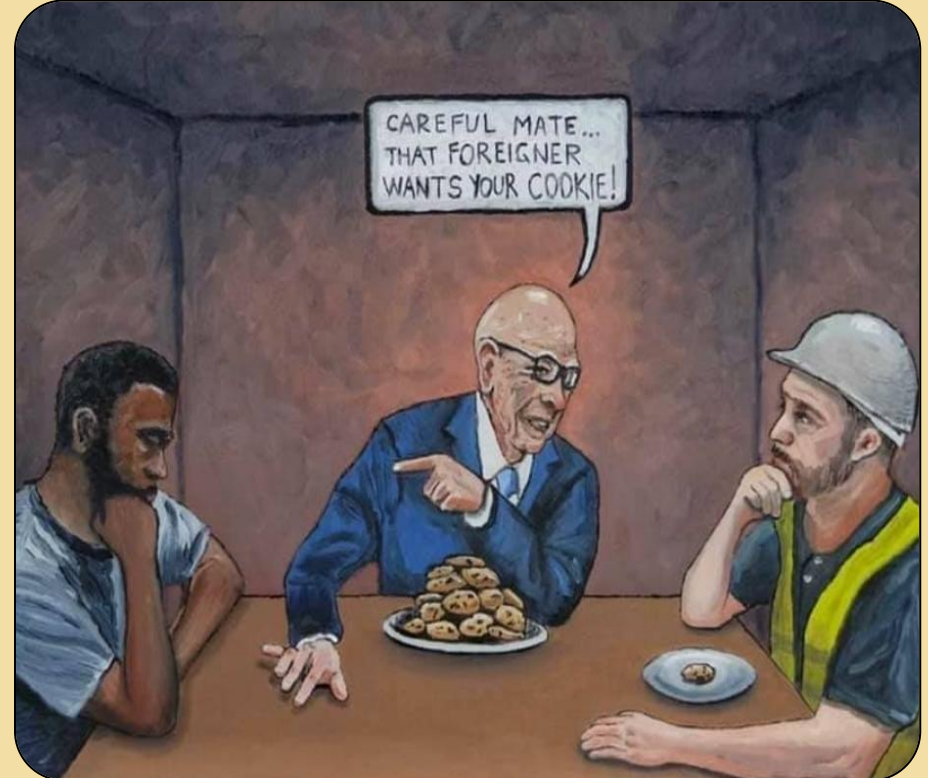


Beyond The Lab

As part of an Honors Thesis at Barrett, we plan to have further intergenerational discussions with people who have been scapegoated and create an accessible form of media such as a podcast and interactive website.

Our focus will be on how scapegoating narratives are employed by those in power to manufacture consent and preserve exploitative structures.

We will investigate how students can learn to recognize scapegoating and prevent outgrouping before it starts.



How YOU Can Help

Discussion Time!!!

1. What is something you learned in school that has changed over time?
2. How has college shifted your mindset towards marginalized populations?
3. Humans are inherently territorial and make in-groups and out-groups. How can we prevent this?



Thank You

