

INTERDISCIPLINARY HUMANITIES INNOVATIONS (IHI) LABS

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WHAT ARE INTERDISCIPLINARY HUMANITIES INNOVATIONS (IHI) LABS?

- A series of lab sessions focused on interdisciplinary, practical, hands-on/experiential applications of the humanities intended to deepen experiences, exchange in interdisciplinary dialogue, and encourage more enrollments in humanities courses.
- Students would attend a scheduled lab session as a means to come to alternative conclusions about human phenomena, debate solutions to issues, create new artifacts, explore existing artifacts, and interactively apply interdisciplinary methodologies.
- Students will collaborate, consider alternatives, and practice what they are learning through dialogue and experiences across disciplines and beyond the physical and ideological boundaries of the classroom.

WHY IHI LABS?

- Co-curricular: supports course content across the disciplines but outside of a specific course
- Helps fulfill GEN ED requirements (ex. civic engagement, leadership, thematic pathway, integrative learning)
- Develop interactive and integrative pedagogy: deepens student understanding and application of concepts



SOME SAMPLE LAB ACTIVITIES

Jigsaw **Global classroom/dialogue** **Choose your own adventure**
Fishbowl/analysis **Problem-based scenario** **Debates**
Screenplay/video game plot **Think, Pair, Share**
Show and Tell/artifacts **Interviews/oral histories/living libraries**
Poetry slam **Study abroad from home** **Gaming** **Podcasts**
Music creation, compilation
Drawing, clay, photography **Skits** **Commercial storyboards**
Scavenger hunt **Mock interviews** **Direct observations/field research**

BASIC LOGISTICS

The Lab Hosts:

- create a lab based on a theme that correlates with the course but without necessarily relying on specific course content so that any student from across disciplines could jump in and participate.
- host the lab at least once in a semester or multiple times on different days and times, one of which may be during a normally scheduled class.
- could replace one class session with the lab that they run thus not adding any additional time requirements OR offer extra credit for attending in addition to regular class.

BASIC LOGISTICS

- **Other faculty (non-hosts)** can include the labs as part of their course requirements and grades as well or as a co-curricular activity.
- **Students** enrolled in the host class could be required to attend ANY lab(s) a set number of times in place of or in addition to class sessions and/or as part of their grade. Students from any class across the disciplines could attend but would need to register to hold a spot since rooms might have limited space.

LAB GUIDELINES

- Lab hosts will provide limited direction and facilitation.
- The idea is to create a student-led experience with very limited instruction and that mirrors real-life situations as closely as possible but using different mediums.
- The lab structure will depend on the theme and the specific discipline's anticipated employability.



EXAMPLE #1: ETHICS OF DRIVERLESS CARS

- Example #1: Developers of the new driverless cars have to consider various ethical choices when programming the cars to make choices regarding impending impact; check out this link for some examples <http://moralmachine.mit.edu/> The lab might actually take the students through these examples but engage in discussion about them as the developers might actually do in the field. This website also allows them to create their own driverless car dilemmas. Fortunately, somebody already created this website, but this could be a model of something that the lab host could create for their lab on a different or related topic.



EXAMPLE #1: ETHICS OF DRIVERLESS CARS

- This lab would be good for students taking classes in the following disciplines: Computer engineering, computer programming, women's and gender studies, philosophy, literature, creative writing, economics, business, political science, history, anthropology, sociology, criminal justice, nursing.
- Possible Assignment: Lab report or personal reflection with results and conclusions answering the question how are specific lives valued in our society based on certain characteristics?



EXAMPLE #2: SELF-BRANDING

- Give an example of a business mission statement and logo to explore the key values. Next have students identify key values that they think effectively represent themselves as a public figure. They will then narrow down to the single most effective value and develop a written description of what that value means for them and what associations it has across as many other dimensions as possible (fictional/non-fictional). Then, they will consider the different ways that they could represent this value visually in terms of color and symbols. Includes lots of peer discussion, workshop, and review.



EXAMPLE #2: SELF-BRANDING

- This lab would be good for students in the following classes: women's and gender studies, art, philosophy, literature, communication, creative writing, business, political science, history, anthropology, sociology, criminal justice, nursing.
- *Sample assignment:* Students create their own logo and mission statement based on the value you they chose along with a description of the chosen value.



GENERAL PLANNING

Scheduling: Labs can be scheduled as soon as Spring 2018, shoot for running the lab twice at alternating times/days and at appropriate times for your own class/course schedules.

Advertising: Inside MC, flyers, classroom visits, targeted emails to students, other?

Communicating with other faculty: as needed at least for scheduling and advertising if not also for discussing or finalizing the lab session.

Supplies: If particular supplies or materials are needed and CANNOT be acquired from your department, please let Leah Sneider know and she can assist acquisitions from the Global Humanities Institute or The Paul Peck Humanities Institute.

PLANNING THE LAB

- See supplied template for details

RESOURCES

- <http://fhi.duke.edu/category/event-tags/humanities-labs.html>
- <http://reactingconsortiumlibrary.org/>
- <http://fhi.duke.edu/labs.html>
- <http://www.colby.edu/centerartshumanities/arts-and-humanities-labs/>
- <http://www.chronicle.com/article/Designing-a-Lab-in-the/239132>
- <http://www.experimentalhumanities.com/>
- <http://www.american.edu/cas/humanities-lab/>
- <https://www.insidehighered.com/news/2016/07/12/conference-explores-humanities-labs>
- <http://oakland.edu/ais/>
- http://www.h-e-r-a.org/hera_journal.htm
- <http://www.ihc.ucsb.edu/>