ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

*Copy and paste **current** course information from Class Search/Course Catalog*

College/School: College of Liberal Arts and Sciences | Department/School: **SST**

Prefix: **HUL** | Number: **394** | Title: Life Without Earth | Units: 3

Course description:

Is this a cross-listed course? Yes | If yes, please identify course(s): **AME/FSE/SES 394**

Is this a shared course? (Choose one) | If so, list all academic units offering this course:

*Note- For courses that are crosslisted and or shared, a letter of support from the chair director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials _____ (Required)

Requested designation: Humanities, Arts and Design–HU **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- ☐ Signed course proposal cover form
- ☐ Criteria checklist for General Studies designation being requested
- ☐ Course catalog description
- ☐ Sample syllabus for the course
- ☐ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name: Monica Boyd | E-mail: mboyd2@asu.edu | Phone: 480-727-7229

Department Chair/Director approval: ***(Required)***

Chair/Director name (Typed): Sally Kitch | Date: 9-10-19

Chair/Director (Signature): Sally Kitch

Arizona State University Criteria Checklist for

HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA

HUMANITIES, ARTS AND DESIGN [HU] courses must meet *either* 1, 2 or 3 *and* at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria **A CENTRAL AND SUBSTANTIAL PORTION** of the course content.

YES	NO		Identify Documentation Submitted
X		**1.** Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Syllabus
X		**2.** Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Syllabus
		3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
		4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
X		**a.** Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus
X		**b.** Concerns aesthetic systems and values, especially in literature, arts, and design.	Syllabus
		c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
		d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		• Courses devoted primarily to developing skill in the use of a language.	
		• Courses devoted primarily to the acquisition of quantitative or experimental methods.	
		• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	General Studies Designation
HUL	394	Life Without Earth	H

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Students analyze the values embedded within human conceptions of life connected with this planet - values that may need to change should humanity establish life on other planets and the values within discussions of expansion (on this planet and beyond).	Key Questions. Lab Description: "Students are expected to actively participate in the inquiry process of the Lab, listen to each other intently, and to challenge their existing views and politely challenge the opinions of others. The Lab's students will fuse technical, scientific, humanistic, and artistic imaginings of Life Without Earth with the ethcial and political questions surround space exploration." Types of Activities: "Develop proposals for ethical space exploration, exploration principles"; mind maps will help students follow and record the embedded values they discover. Learning Goals: "Understand the tightly coupled link between humans and Earth; and understand the intersections of technical design, ethical, and moral elements of the big questions of space exploration and humanity's place in the universe." Required Materials: Readings will provide a wide range of technological, literary, philosophical, scientific, and cultural perspectives for students to investigate the different embedded values.
2	Students will analyze texts on empire, nation and expansion; imaginations of life on other planets; and create new visions of human life absent Earth.	Key Questions. Lab Description: "The Lab's students will fuse technical, scientific, humanistic and artistic imaginings of Life Without Earth with the ethical and political questions surrounding space exploration." Learning Goals: "Better understand the role that space exploration plays for humanity, so

		closely identified with Earth and its connections to historical mandates on empire/nation expansion." Required Materials: This section of the syllabus offers a selection of readings that investigate historical perspectives/impacts on frontier expansion and historical/contemporary literary/artistic visions of live on other planets.
4a	Students will analyze the philosophical (and sometimes religious) systems of thought that hae shaped our conceptions on imagined/ real encounters with "other" frontiers.	Key Questions. Lab Description: "The Lab's students will fuse technical, scientific, humanistic and artistic imaginings of Life Without Earth with the ethical and political questions surrounding space exploration." Though the course is designed as student-centered and inquiry-driven (see Lab description and open assignments), as a Humanities Lab, humanistic methods and concerns will always be included as a key contributor to the interdisciplinarly study. Dr. Nocek will also be bringing in his expertise in philosophy of media and speculative design. Consultants and Collaborators: One of the unstated experts from within the ASU community is Gaymon Bennett, professor of religion, science and technology who works on shifting moral economies, contested power relations, and uncertain modes of subjectivity. Types of Activities: "Develop proposals for ethical space exploration, exploration principles." Lab Outcomes: One of the collaborators contributing to the artistic artifact is the Center for Philosophical Technology. Questions of morality will be key considerations of the artifact and its published companion piece which will exist as a permanent record of the exhibit. Required Materials: This section of the syllabus offers a selection of readings that investigate historical perspectives/impacts on frontier expansion and historical/contemporary literary/artistic visions of live on other planets.

4b	Students will curate, write, create, design, and produce artistic an artifact to share with the public.	Lab Description: The Lab's students will fuse technical, scientific, humanistic, and artistic imaginings of Life Without Earth with ht eethical and political questions surrounding space exploration." Constultants and Collaborators: Another of the unstated experts from within the ASU community is Sha Xin Wei, whose research concerns ethico-aesthetic improvisation, and a topological approach to morphogenesis and process philosophy while his art develops responsive environments and gestur-senstive installations. His expertise in phenomenology of performance and experience with installations will be a huge asset for students in the Lab as they create their own. Lab Outcomes.

Course Catalog Description:

In this lab, the students explore how life and Earth are interconnected and imagine the possibilities for life absent Earth. The students and faculty and occasional guests explore the literary, philosophical, scientific, social, and cultural dimensions of the entanglement between life and Earth. What kinds of Earthly reliances and restrictions do we take for granted? How might Earthly life expand beyond the Earth? What notions of life do we assume because of our shared planetary heritage?

Life Without Earth

HUL/AME/FSE/SES 394
Spring 2020
RBHL 171
M/W 12:15-1:30PM RBHL 171
Additional Lab M 10:45-12:00

INSTRUCTIONAL TEAM

Adam Nocek
School of Arts, Media and Engineering
Office Location
Office Phone (optional)
email
Office hours:

Joshua Loughman
Ira A Fulton Schools of Engineering
Engineering G-Wing 231
Joshua.loughman@asu.edu
Office hours:

KEY QUESTIONS

- What kinds of Earthly resources and restrictions do we take for granted?
- How might Earthly life expand beyond the Earth?
- What notions of life do we assume because of our shared planetary heritage?
- How does space exploration and discovery affect culture, society, work, education, lifestyles and other dimensions of human life?
- What is the "space frontier" and how is it similar and different compared to other historical frontiers?

What is a Humanities Lab?

The Humanities Lab at ASU is where students can engage in hands-on, exploratory, question-based learning as they tackle grand social challenges, such as Life Without Earth. Labs are taught by interdisciplinary teams of faculty who work alongside students in collaborative teams to produce outcomes—proposed problem solutions—that are shared publicly. Putting the humanities at the center of inquiry means getting beneath the surface of challenges and grappling with the ideas, beliefs, assumptions, and confusions that underlie and perpetuate problems. Working with other disciplines widens the inquiry, expands resources and expertise, and improves solutions. Students can be from any major or background, working at any level of their academic programs. It's called a Lab because teams work together to address a common problem, and class periods are more like workshops than typical lecture/listen sessions. Students also acquire skills that prepare them to address other grand social challenges in the future.

LAB DESCRIPTION

In this Lab, the students will explore how human life and the Earth are interconnected and will construct new visions of human life absent Earth. The students, faculty, and collaborators will contribute to these vision from technological, literary, philosophical, scientific, social, and cultural perspectives to experiment with disentangling life and Earth.

This Lab will fuse ideas and work across different disciplines including design, engineering, social sciences, humanities, and arts through a question-based and exploratory learning model.

The students taking the Lab in conjunction with the Instructors will engage in the adventure of co-creating knowledge. Students are expected to actively participate in the inquiry process of the Lab, listen to each other intently, and to challenge their existing views and politely challenge the opinions of others. The Lab's students will fuse technical, scientific, humanistic, and artistic imaginings of Life Without Earth with the ethical and political questions surrounding space exploration. The manner in which the Lab will be conducted, the questions to be considered, the specific activities undertaken during the semester, the set of readings and how the various participants in the Lab (undergraduate students, Instructors, experts from ASU and the local community) will be modified based on the actual composition of the Lab and the interests, experiences and interests of the Lab's participants. This "creative uncertainty" requires patience, tolerance and a bit of intellectual courage from everyone involved as we all create something together.

Humanities Lab: Here to help you.

Because Labs allow students greater responsibility and independence in the learning process than do most classes, the Humanities Lab staff can work directly with student teams to promote Lab outcomes in several ways: spreading the word about the work you are doing via the Lab's social media and website; linking with print and other external media to publicize your work, etc. You may also see us in your Lab from time to time, taking pictures, asking questions, helping to organize events, etc.

Sally Kitch, *Director*
Juliann Vitullo, *Co-Director*
Monica Boyd, *Program Coordinator, Sr.*
Maureen Kobierowski, *Program Coordinator*
Yewande Lewis, *Comm. and Office Asst.*
Stephanie Sadonik, *Comm. and Office Asst.*

Email at us at HumanitiesLab@asu.edu.

CONSULTANTS and COLLABORATORS

For this course students will engage with the local Space Community, artists, librarians, as well as other experts from within and external to the ASU community.

TYPES of ACTIVITIES

Activities:

- Practice formulating and evaluating questions

- Engage in team skill-building exercises
- Create mind-maps
- Devise role-play planning scenarios for anticipating challenges to living beyond earth
- Develop proposals for ethical space exploration, exploration principles
- Participate in student-led discussions
- Develop rubrics for judging proposals
- Work with invited collaborators

LAB OUTCOMES

- Students will curate, write, create, design, and produce an artistic artifact to share with the public in collaboration with AME, Center for Philosophical Technology, SESE, and Psyche.
- The final production will include student writing, art, maps, technical schematics, and more as a companion piece to the art exhibit.

LEARNING GOALS

- Understand the tightly coupled link between humans and Earth
- Better understand the role that space exploration plays for humanity, so closely identified with Earth and its connections to historical mandates on empire/nation expansion.
- Understand the intersections of technical design, ethical, and moral elements of the big questions of space exploration and humanity's place in the universe.
- Develop skills in modifying and proposing research questions.
- Recognize that designing and administering an effective research investigation requires determining the appropriate methods for the problem/project being addressed and that making such a determination requires:
    - Identifying a wide variety of methods within and outside of one's discipline (strategic knowledge) and the possible sources of one's own bias towards any of them (self-knowledge)
    - Evaluating the merits of those approaches toward achieving generative outcomes
    - If beneficial to the inquiry, synthesizing more than one of the methods into an unified approach, and
    - Explaining and implementing the approach.
- Develop increased collaborative research skills through working with others from a wide array of disciplines.
- Recognize nuance and grow more comfortable with ambiguity, while developing the tenacity to persist when difficulties (ex. False leads and dead ends) arise.
- Demonstrate knowledge and skills acquired by designing a collaborative, interdisciplinary outcome design.

REQUIRED MATERIALS

Potential readings may include:

- Kim Stanley Robinson *Red Mars* (students purchase)
- A reading from Christopher C. Yorke's *The Ethics of Space Exploration* (posted on Canvas)
- Excerpts of Frederick Jackson Turner's *The Significance of the Frontier in American History* (1893) (posted on Canvas)

- Moreno Tiziani's The Colonization of Space: An Anthropological Outlook *Antrocom Online Journal of Anthropology* Vol. 9 Iss.1 (2013): 225-236.
- Colonel Lance K. Kawane's History of Space Policy (US Army War College)
- Essays by/about xeno design
- Rayna Elizabeth Slobodian "Selling Space Colonization and Immortality: A Psychosocial, Anthropological Critique of the Rush to Colonize Mars." *Acta Astronautica* Vol. 113, August-September 2015, pages 89-104

LAB STRUCTURE

Assignments

Graded Assignments:

- Participation
- Individual and Group projects (?)
- Self- and group assessments
- Short Reflection papers
- Final critique (student receive feedback on their project)
- Drafts of working prototypes

Grading Information

Suggested Grading Scheme

Weekly Lab Participation	**300**
Individual Project(s)/Contributions	**300**
Culminating Collaborativ Project	**400**
Total	**1000**

Our Space Futures?

There are no easy answers.

But your ideas could lead to a solution.

Course Name: Life Without Earth
HUL/AME/FSE/SES 394
Instructional Team: Adam Nocek and Joshua Loughman
Dates offered: 1/13/2020 - 5/1/2020
Times: M/W 12:15-1:30pm and M 10:45-12:00 | Location: RBHL, RM 171

What kinds of Earthly resources and restrictions do we take for granted?

How might Earthly life expand beyond the Earth?

What notions of life do we assume because of our shared planetary heritage?

Students and faculty from across disciplines will engage with questions related to the interconnections between life as we know it and this planet we still call home. We will also imagine possibilities for futures in space alongside other literary, philosophical, scientific, social, and cultural attempts to unravel our entangled concepts of life and Earth.

In collaboration with faculty and experts, students will curate, design, and produce an exhibit of their inquiry's final outcomes to advance the public's understanding as we consider what life without Earth will look like.

- Engage with imaginative storytelling, build exciting new protoypes, and curate a collaborative vision of Life without Earth
- Develop proposals and craft scenarios
- Curate and produce artistic artifacts
- Collaborate with ASU space experts from FSE, SAME, SESE, SFIS, and SHPRS in addition to local activists and industry leaders
- Practice skills highly valued in professional careers and indispensible when working to effect social change
- Earn upper-division credit while doing hands-on research in collaboration with faculty. Barrett students earn HON credit

ASU College of Liberal Arts and Sciences
Arizona State University

Humanities Lab
humanities.lab.asu.edu