HUMANITIES

https://www.youtube.com/watch?v=ApInErMBGbA

And the world spins madly on
Why Students Need the Humanities
Goal

Our Goal in the Humanities and Arts is to produce students who understand and appreciate the connection between the arts and humanities and society.

By the end of this presentation, you will know how to provide documentation that your Students can demonstrate competence in specific areas of your academic disciplines that will directly impact their career endeavors.

Today, we’re going to reinforce the fact that you’re probably already assessing this in your current instruction and testing/assignment methods; we’re simply going to confirm how to document it today, and more importantly, HOW TO REPORT IT!
Collaboration

Collaborative Goals

Opening Day should be inspirational, energizing and enlightening.

https://www.youtube.com/watch?v=OBk3ynRbtsw
Surana

What are the Humanities?
What Are the Humanities?

The etymology of the word humanities comes from the Latin *literae humaniores*, referring to branches of literature like ancient classics, rhetoric, and poetry which tended to humanize or refine. Beginning in the fifteenth century, the word humanity was used in reference to a “class of studies concerned with human culture” as opposed to divinity or the sciences.

Stanford University defines the humanities as academic disciplines that “study [of] the myriad ways in which people, from every period of history and from every corner of the globe, process and document the human experience. Since humans have been able, we have used philosophy, literature, religion, art, music, history and language to understand and record our world. These modes of expression have become some of the subjects that traditionally fall under the humanities umbrella. Knowledge of these records of human experience gives us the opportunity to feel a sense of connection to those who have come before us, as well as to our contemporaries.”

http://humanexperience.stanford.edu/what
East Los Angeles College

- American Sign Language, Chinese, French, Italian, Japanese, Spanish
- Anthropology
- Architecture
- Art & Art History
- Asian-American Studies
- Broadcasting
- Chicano Studies
- Child Development
- Dance Studies, Dance Techniques
- English
- History
- Humanities
- Music
- Philosophy
- Photography
- Speech
- Theater Arts

Stanford Academic Departments

- There are fifteen humanities departments at Stanford. They are all within the School of Humanities and Sciences.
  - Art & Art History
  - Classics
  - Theater & Performance Studies
  - East Asian Languages & Cultures
  - English
  - History
  - Linguistics
  - Music
  - Philosophy
  - Religious Studies
  - Division of Literatures, Cultures & Languages
Art & Art History
Theatre & Dance
Philosophy & Literature

Socratic Questioning - Teaching With Questions!
1. When a student asks you a question, ask the student the Key Question, identifying what they need to know to answer their own question. A Key Question encourages the student to use their Previous Knowledge to answer their own question.
2. Ask only once and WAIT for the answer! Critical thinking takes time and effort! Give the student time to process information! The more they do it, the faster they will become!
3. If the student truly doesn’t know the answer (it may take several minutes of silence - and the right body language - to be sure they don’t), facilitate by asking the Key Question to your original Key Question.
4. Keep this up until you find a Key Question about the concept the student CAN answer. Ask as many Key Questions as you must, but DO NOT give any answers. The student’s answer will indicate their level of understanding. You now know where the student is in constructing their knowledge of the concept.
5. Now ask the previous Key Question again. Without giving answers, help the student see how what they DO know can be used to answer THIS question.
6. When the student answers this question, ask the previous Key Question. Help them see how their last answer can be used to figure out the answer to THIS question.
7. Keep this up until you get back to the student’s original question. Give them time to use their knowledge to answer their own question. Don’t blow it by giving them the answer NOW!
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The Humanities and Technology: Digital Humanities

At Stanford and elsewhere “scholars are harnessing the power of new technologies through an array of digital humanities endeavors. Current digital humanities projects are using tools like 3-D mapping, electronic literary analysis, digitization, and advanced visualization techniques in interdisciplinary research that aims to shed new light on humanities research.”

http://humanexperience.stanford.edu/digital_humanities
What led to the end of the Indus Valley Civilization?

- Earthquake
- Climate Change
- Aryan Invasion
- Alexander the Great Invaded
Dr. Sanjeev Gupta, Imperial College, London, enables one to get a better grasp as to why the Indus Valley civilization came to an end, from the PBS series *The Story of India*:

https://www.youtube.com/watch?v=cRNgJjTh8I
What led to the end of the Indus Valley Civilization?

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The Humanities and Technology:

“Google leads search for humanities PhD graduates”

http://www.timeshighereducation.co.uk/416190.article

Damon Horowitz, PhD, director of engineering and resident in-house philosopher at Google

Marvin Minsky, Toshiba Professor of Media Arts and Sciences, and Professor of Electrical Engineering and Computer Science, at MIT
What are the Humanities

**LINKS**

- Heart of the Matter
- [http://humanexperience.stanford.edu/what](http://humanexperience.stanford.edu/what)
- Lists of Departments/Disciplines
- Examples
- [http://humanexperience.stanford.edu/digital_humanities](http://humanexperience.stanford.edu/digital_humanities)
- [http://www.youtube.com/watch?v=5MAsSBAGoaM](http://www.youtube.com/watch?v=5MAsSBAGoaM)
- [http://web.media.mit.edu/~minsky/abstracts.html](http://web.media.mit.edu/~minsky/abstracts.html)
- [http://stemtosteam.org/](http://stemtosteam.org/)
- [http://bioethics.stanford.edu/arts/](http://bioethics.stanford.edu/arts/)
- [http://bioethics.stanford.edu/arts/OtherPrograms.html](http://bioethics.stanford.edu/arts/OtherPrograms.html)
- General Professions
- [http://www.ted.com/speakers/damon_horowitz.html](http://www.ted.com/speakers/damon_horowitz.html)
- [http://bibliotech.stanford.edu/](http://bibliotech.stanford.edu/)
- [http://www.youtube.com/watch?v=MHhKbNdhRkg#at=43](http://www.youtube.com/watch?v=MHhKbNdhRkg#at=43)
Rick

Why are the Humanities Important?
The Heart of the Matter

- "Without Humanities, Life doesn't have Life. That's at the Heart of the Matter."

   John Lithgow
Importance?
The Humanities inspire, they entertain, they fulfill (sometimes) indescribable portions of our basic needs as Humans: to be satiated; physically satisfied, emotionally engaged, and socially included, as indicated in Maslow's chart:

<table>
<thead>
<tr>
<th>Maslow's Hierarchy of Needs</th>
<th>Basic Human Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physiological</strong>: Food, shelter, water, sleep, oxygen</td>
<td>Physical Needs: Food, water, oxygen, Elimination, clothing and shelter for body warmth and protection, activity, or sensory and motor stimulation, including sex, physical exercise, and rest</td>
</tr>
<tr>
<td><strong>Safety</strong>: Security, stability, order, physical Safety</td>
<td></td>
</tr>
<tr>
<td><strong>Love and Belonging</strong>: Affection, identification, companionship</td>
<td>Emotional Needs: Love, including approval and esteem, importance, including recognition and respect, adequacy, including self-sufficiency and the need to be needed and wanted, productivity, including work an creative pursuits</td>
</tr>
<tr>
<td><strong>Esteem and Recognition</strong>: Self-esteem, self-respect, prestige, success, esteem of others</td>
<td></td>
</tr>
<tr>
<td><strong>Self-actualization</strong>: Self-fulfillment, achieving one's capabilities</td>
<td>Social Needs: Identification or belonging, education or learning, religion or spiritual, recreation or play</td>
</tr>
<tr>
<td><strong>Aesthetic</strong>: Beauty, harmony, spiritual</td>
<td></td>
</tr>
</tbody>
</table>
Inspiration & Collaboration

https://www.youtube.com/watch?v=IsbI1GE4DGA

There is a document which explains the history and meaning behind the movement in the Doodle by the Martha Graham Center for Contemporary Dance and Ryan Woodward. We will also see the Google Doodle again in a later inspirational video about COLLABORATION when it is directly referred to during a presentation by Marissa Mayer, who was the Vice President of Consumer Information at Google at the time.

**The Artist: Ryan Woodward**

http://ryanwoodwardart.com/

**EDUCATION**

MFA – Academy of Art University, San Francisco, CA.
BFA – Brigham Young University, Provo, UT
A.A. – Ricks College, Rexburg, ID
GED – Newbury Park High School, Newbury Park, CA
Humanities Research

- University of California Humanities Research Institute Annual Report:

  This is interesting to see what the UCs have been doing for many years in terms of defining the Humanities and expanding on our similarities in various collaborative research projects through Groups.
It is "The Making of Thought of You" that truly inspired me and brought home, clearly, the messages that Ryan Woodward speaks in his work because of his Humanities-drenched, Liberal Arts education. Ryan Woodward exudes collaboration and his work oozes success because of his rich reasoning behind its development:

It is best to watch the first 30 seconds of this video, then skip to 2:45

The Making of Thought of You
https://www.youtube.com/watch?v=Tkgg5OBdPlU
What is a Badge?

“Lifelong Success Begins with Learning Outcomes”

https://www.youtube.com/watch?v=RDmfEonoOJ8
Google Wants You...

"Those worried about the value of studying the arts and humanities, particularly at the postgraduate level, take heart: Google wants you."

https://www.youtube.com/watch?v=DEtMhoUbUK8
The question: “Why Study the Arts and Humanities?”
To the extent that the theater serves as a metaphor for our lives, we do indeed need creative thought when times get tough, we need to engage positively and ethically with our neighbors and colleagues, even our enemies, we need to recognize that each and every one of our lives is determined by “tightly defined parameters,” such as family, class, and race. And each time an element in these and other parameters change, the entire world begins to change with it on what seems like an ever-moving stage of events. Were we to remove one of the above ingredients, say our ability to place life into context or talk about who we are, our ability to show what we do and what we stand for, then our play may be reduced to awkward pauses, silences, and absences. For us to remain on the world stage, retain an audience that witnesses our life's play, we must find a healthy balance between thinking and acting as historians, engineers, lighting technicians, scientists, psychologists, writers, and literary analysts. Remove one of these components, and our sets might well fall apart. Lights out.
Why Study the Arts and Humanities?

Just imagine your play without them.
“More and more companies are looking for skill sets in their new employees that are much more arts/creativity-related than science/math-related. Companies want workers who can brainstorm, problem-solve, collaborate creatively and contribute/communicate new ideas.” Conference Board and Americans for the Arts.

“Science and technology aspire to clean, clear answers to problems (as elusive as those answers may be). The humanities address ambiguity, doubt, and skepticism - essential underpinnings in a complex, diverse and turbulent world.” - Dr. Alan Brinkley

Rhode Island School of Design, From Stem to Steam: [http://stemtosteam.org/](http://stemtosteam.org/)

“Approximately 40 percent of the students that Penn accepts to its medical school now come from non-science backgrounds.” Gail Morrison, dean of admissions at the University of Pennsylvania School of Medicine.

Dr. Nathan Kase & Dr. David Muller of the Mount Sinai Medical School indicate their study “found that, by some measures, the humanities students made more sensitive doctors.”
Medical Degrees and the Humanities: [http://bioethics.stanford.edu/arts/](http://bioethics.stanford.edu/arts/)


Other Medical Humanities Programs: [http://bioethics.stanford.edu/arts/OtherPrograms.html](http://bioethics.stanford.edu/arts/OtherPrograms.html)
### General Professions in the Humanities

*(There are More)*

<table>
<thead>
<tr>
<th>Language (all)</th>
<th>History/Culture</th>
<th>Creative/Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>translator</td>
<td>writer</td>
<td>artist</td>
</tr>
<tr>
<td>diplomat</td>
<td>historian</td>
<td>musician</td>
</tr>
<tr>
<td>writer</td>
<td>analyst</td>
<td>actor</td>
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<tr>
<td>analyst, programmer</td>
<td>consultant</td>
<td>designer</td>
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<tr>
<td>education</td>
<td>public programming</td>
<td>writer</td>
</tr>
<tr>
<td>Religion/Philosophy</td>
<td>museum</td>
<td>director</td>
</tr>
<tr>
<td>practitioner</td>
<td>education</td>
<td>dancer</td>
</tr>
<tr>
<td>writer</td>
<td>tourism</td>
<td>choreographer</td>
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<tr>
<td>advisor</td>
<td></td>
<td>gallery director</td>
</tr>
<tr>
<td>education</td>
<td></td>
<td>museum</td>
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<tr>
<td></td>
<td></td>
<td>non-profit administrator</td>
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<tr>
<td></td>
<td></td>
<td>education</td>
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