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The Humanities and

Everyday Life Mar 04 2021

We think of the humanities as a cluster of specialized academic activities. So they are. But they also belong to the ordinary world, the world where students and faculty make connections and careers; where they eat and drink and fret; where they move through new buildings and old seminar rooms. In *The Humanities and Everyday Life*, Michael Levenson places the academic

humanities within this field of daily life, where abstract thought stands alongside routine needs. The humanities also live outside the university in activities that have been overlooked or undervalued: in book clubs, in historical re-enactments, in visits to museums and libraries, in private collections, in contributions to Wikipedia, and in amateur genealogy. These activities belong to the humanities, quite as much as

research published in specialty journals. Probing distinctions between professionals and amateurs and asking what constitutes expertise, *The Humanities and Everyday Life* addresses both the university and the world beyond, to see where they meet and fail to meet, and to argue that the walls between them should lower. -- from back cover.

Both Human and Humane Jan 26 2023

Arts of Living Dec 25 2022

Argues that higher education needs to abandon the “culture wars” if it hopes to address the major crises of the century.

The Humanities and Public Life

Mar 16 2022 This book tests the proposition that the humanities can, and at their best do, represent a commitment to ethical reading. And that this commitment, and the training and discipline of close reading that underlie it, represent something that the humanities need to bring to other fields: to professional training and to public life. What leverage does reading, of the attentive sort practiced in the interpretive humanities, give you on life? Does such reading represent or produce

an ethics? The question was posed for many in the humanities by the “Torture Memos” released by the Justice Department a few years ago, presenting arguments that justified the use of torture by the U.S. government with the most twisted, ingenious, perverse, and unethical interpretation of legal texts. No one trained in the rigorous analysis of poetry could possibly engage in such bad-faith interpretation without professional conscience intervening to say: This is not possible. Teaching the humanities appears to many to be an increasingly disempowered profession—and status—within American

culture. Yet training in the ability to read critically the messages with which society, politics, and culture bombard us may be more necessary than ever in a world in which the manipulation of minds and hearts is more and more what running the world is all about. This volume brings together a group of distinguished scholars and intellectuals to debate the public role and importance of the humanities. Their exchange suggests that Shelley was not wrong to insist that poets are the unacknowledged legislators of mankind: Cultural change carries everything in its wake. The attentive interpretive reading practiced in the humanities ought to be an

export commodity to other fields and to take its place in the public sphere.

Corporate Humanities in Higher Education Jul 08 2021

How do humanists speak for and from the humanities in an academy which values them less and less and market-driven approaches more and more?

Jeffrey R. Di Leo provides a thorough critique of the higher education crisis and a set of practical and reasonable remedies for shaping the study and practice of the humanities in the academy of the future.

Technology and Culture Sep 29 2020

Humanities Dec 01 2020

The Changing Face of Higher Education Aug 21 2022

The

Changing Face of Higher Education explores whether the humanities are in crisis, what form that crisis takes, and what the responses should be.

Examining the state of the humanities in ten countries, this book dissects the claim that there is a worldwide crisis and investigates the data used to support this claim.

University of Maryland College of Arts and Humanities

Publications Feb 27 2023

Publications issued by the College of Arts and Humanities including newsletters, strategic plan, informational brochures, reports, flyers, Arts at Maryland brochures, and course information sheets.

Lectures in the Humanities

Aug 09 2021

Singapore Studies Jul 20

2022 This edition brings up to date a decade of research work developments of the Faculty of Arts and Social Science, National University of Singapore, since the first volume was published in 1985.

The state of the respective disciplines covered are reviewed in terms of notable theoretical and conceptual developments, major benchmarks during the past decade, and research lacunae that need to be addressed, as well as their substantive developments and contributions in the Singapore context and possible future directions, resulting in a

collection of essays that places the Faculty's studies in an international comparative framework.

Writing about the

Humanities Feb 15 2022

Writing About the Humanities is a reader-friendly handbook designed to guide students through the writing process. Designed primarily for use in introductory humanities courses, this text helps students write about specific disciplines, including art and architecture, music, fiction and poetry, drama and theater, and dance and film. Highlights of this revision include a new oral presentation guide, new content on film, dance, sculpture, and architecture,

and new student essays on sculpture and architecture. Book jacket.

Manifesto for the Humanities

Jun 07 2021 After a remarkable career in higher education, Sidonie Smith offers Manifesto for the Humanities as a reflective contribution to the current academic conversation over the place of the Humanities in the 21st century. Her focus is on doctoral education and opportunities she sees for its reform. Grounding this manifesto in background factors contributing to current "crises" in the humanities, Smith advocates for a 21st century doctoral education responsive to the changing ecology of

humanistic scholarship and teaching. She elaborates a more expansive conceptualization of coursework and dissertation, a more robust, engaged public humanities, and a more diverse, collaborative, and networked sociality.

Permanent Crisis Jan 02 2021

Leads scholars and anyone who cares about the humanities into more effectively analyzing the fate of the humanities and digging into the very idea of the humanities as a way to find meaning and coherence in the world. The humanities, considered by many as irrelevant for modern careers and hopelessly devoid of funding, seem to be in a

perpetual state of crisis, at the mercy of modernizing and technological forces that are driving universities towards academic pursuits that pull in grant money and direct students to lucrative careers. But as Paul Reitter and Chad Wellmon show, this crisis isn't new—in fact, it's as old as the humanities themselves. Today's humanities scholars experience and react to basic pressures in ways that are strikingly similar to their nineteenth-century German counterparts. The humanities came into their own as scholars framed their work as a unique resource for resolving crises of meaning and value that threatened other cultural or social goods. The

self-understanding of the modern humanities didn't merely take shape in response to a perceived crisis; it also made crisis a core part of its project. Through this critical, historical perspective, *Permanent Crisis* can take scholars and anyone who cares about the humanities beyond the usual scolding, exhorting, and hand-wringing into clearer, more effective thinking about the fate of the humanities. Building on ideas from Max Weber and Friedrich Nietzsche to Helen Small and Danielle Allen, Reitter and Wellmon dig into the very idea of the humanities as a way to find meaning and coherence in the world. ,

Annual Report - National Endowment for the Humanities Nov 24 2022
Debates in the Digital Humanities 2016 May 06 2021
Pairing full-length scholarly essays with shorter pieces drawn from scholarly blogs and conference presentations, as well as commissioned interviews and position statements, *Debates in the Digital Humanities 2016* reveals a dynamic view of a field in negotiation with its identity, methods, and reach. Pieces in the book explore how DH can and must change in response to social justice movements and events like #Ferguson; how DH alters and is altered by community college

classrooms; and how scholars applying DH approaches to feminist studies, queer studies, and black studies might reframe the commitments of DH analysts. Numerous contributors examine the movement of interdisciplinary DH work into areas such as history, art history, and archaeology, and a special forum on large-scale text mining brings together position statements on a fast-growing area of DH research. In the multivalent aspects of its arguments, progressing across a range of platforms and environments, *Debates in the Digital Humanities 2016* offers a vision of DH as an expanded field—new possibilities,

differently structured. Published simultaneously in print, e-book, and interactive webtext formats, each DH annual will be a book-length publication highlighting the particular debates that have shaped the discipline in a given year. By identifying key issues as they unfold, and by providing a hybrid model of open-access publication, these volumes and the *Debates in the Digital Humanities* series will articulate the present contours of the field and help forge its future. Contributors: Moya Bailey, Northeastern U; Fiona Barnett; Matthew Battles, Harvard U; Jeffrey M. Binder; Zach Blas, U of London; Cameron Blevins, Rutgers U;

Sheila A. Brennan, George Mason U; Timothy Burke, Swarthmore College; Rachel Sagner Buurma, Swarthmore College; Micha Cárdenas, U of Washington–Bothell; Wendy Hui Kyong Chun, Brown U; Tanya E. Clement, U of Texas–Austin; Anne Cong-Huyen, Whittier College; Ryan Cordell, Northeastern U; Tressie McMillan Cottom, Virginia Commonwealth U; Amy E. Earhart, Texas A&M U; Domenico Fiormonte, U of Roma Tre; Paul Fyfe, North Carolina State U; Jacob Gaboury, Stony Brook U; Kim Gallon, Purdue U; Alex Gil, Columbia U; Brian Greenspan, Carleton U; Richard Grusin, U of Wisconsin, Milwaukee;

Michael Hancher, U of Minnesota; Molly O'Hagan Hardy; David L. Hoover, New York U; Wendy F. Hsu; Patrick Jagoda, U of Chicago; Jessica Marie Johnson, Michigan State U; Steven E. Jones, Loyola U; Margaret Linley, Simon Fraser U; Alan Liu, U of California, Santa Barbara; Elizabeth Losh, U of California, San Diego; Alexis Lothian, U of Maryland; Michael Maizels, Wellesley College; Mark C. Marino, U of Southern California; Anne B. McGrail, Lane Community College; Bethany Nowviskie, U of Virginia; Julianne Nyhan, U College London; Amanda Phillips, U of California, Davis; Miriam Posner, U of California, Los Angeles; Rita Raley, U of

California, Santa Barbara; Stephen Ramsay, U of Nebraska-Lincoln; Margaret Rhee, U of Oregon; Lisa Marie Rhody, Graduate Center, CUNY; Roopika Risam, Salem State U; Stephen Robertson, George Mason U; Mark Sample, Davidson College; Jentery Sayers, U of Victoria; Benjamin M. Schmidt, Northeastern U; Scott Selisker, U of Arizona; Jonathan Senchyne, U of Wisconsin, Madison; Andrew Stauffer, U of Virginia; Joanna Swafford, SUNY New Paltz; Toniesha L. Taylor, Prairie View A&M U; Dennis Tenen; Melissa Terras, U College London; Anna Tione; Ted Underwood, U of Illinois, Urbana-Champaign; Ethan

Watrall, Michigan State U; Jacqueline Wernimont, Arizona State U; Laura Wexler, Yale U; Hong-An Wu, U of Illinois, Urbana-Champaign. *Humanities Instruction in Elementary and Secondary Schools* Sep 22 2022 [The University of Georgia Humanities Center Series on Science and the Humanities](#) Dec 21 2019 [Blow Up the Humanities](#) Apr 05 2021 A short, sharp, and provocative book, "Blow Up the Humanities" has esteemed scholar Toby Miller declaring that there are two humanities in the United States. One is the venerable, powerful humanities of private universities; the other is the humanities of state

schools, which focus mainly on job prospects. There is a class division between the two. Both in terms of faculty research and student background, and it must end. Miller critically lays waste to the system. He examines scholarly publishing as well as media and cultural studies to show how to restructure the humanities by studying popular cultural phenomena, like video games. Miller ultimately insists that these two humanities must merge in order to survive and succeed in producing an aware and concerned citizenry.

From the Collection of the Humanities Research Center, the University of Texas Apr 24 2020 Christmas

card with the text of Luke chapter 2:4-37 "Christ is borne -- Simeons song".

Arts and Culture Feb 21 2020
This book offers an integrated exploration of Western civilization's cultural heritage. Readers move chronologically through major periods and styles to gain insight into the achievements and ideas in painting, sculpture, architecture, literature, philosophy, religion, and music. Divided into 24 chapters, the book provides readers with a historical (political, economic, and social) framework to contextualize these achievements within a specific time and place, from prehistoric culture to 20th-

Century America. Attention is given to non-Western cultures and influences, making this text global in reach.

National Endowment for the Humanities ... Annual Report May 18 2022

A New Deal for the Humanities Dec 13 2021 Many in higher education fear that the humanities are facing a crisis. But even if the rhetoric about "crisis" is overblown, humanities departments do face increasing pressure from administrators, politicians, parents, and students. In A New Deal for the Humanities, Gordon Hutner and Feisal G. Mohamed bring together twelve prominent scholars who address the history, the present

state, and the future direction of the humanities. These scholars keep the focus on public higher education, for it is in our state schools that the liberal arts are taught to the greatest numbers and where their neglect would be most damaging for the nation. The contributors offer spirited and thought-provoking debates on a diverse range of topics. For instance, they deplore the push by administrations to narrow learning into quantifiable outcomes as well as the demands of state governments for more practical, usable training. Indeed, for those who suggest that a college education should be “practical”—that it should lean

toward the sciences and engineering, where the high-paying jobs are—this book points out that while a few nations produce as many technicians as the United States does, America is still renowned worldwide for its innovation and creativity, skills taught most effectively in the humanities. Most importantly, the essays in this collection examine ways to make the humanities even more effective, such as offering a broader array of options than the traditional major/minor scheme, options that combine a student’s professional and intellectual interests, like the new medical humanities programs. A democracy can

only be as energetic as the minds of its citizens, and the questions fundamental to the humanities are also fundamental to a thoughtful life. A New Deal for the Humanities takes an intrepid step in making the humanities—and our citizens—even stronger in the future.

[Call My Name, Clemson](#) Mar 28 2023 Between 1890 and 1915, a predominately African American state convict crew built Clemson University on John C. Calhoun’s Fort Hill Plantation in upstate South Carolina. Calhoun’s plantation house still sits in the middle of campus. From the establishment of the plantation

in 1825 through the integration of Clemson in 1963, African Americans have played a pivotal role in sustaining the land and the university. Yet their stories and contributions are largely omitted from Clemson's public history. This book traces "Call My Name: African Americans in Early Clemson University History," a Clemson English professor's public history project that helped convince the university to reexamine and reconceptualize the institution's complete and complex story from the origins of its land as Cherokee territory to its transformation into an increasingly diverse higher-education institution in

the twenty-first century. Threading together scenes of communal history and conversation, student protests, white supremacist terrorism, and personal and institutional reckoning with Clemson's past, this story helps us better understand the inextricable link between the history and legacies of slavery and the development of higher education institutions in America.

Global Debates in the Digital Humanities Aug 29 2020 A necessary volume of essays working to decolonize the digital humanities Often conceived of as an all-inclusive "big tent," digital humanities has in fact been troubled by a

lack of perspectives beyond Westernized and Anglophone contexts and assumptions. This latest collection in the Debates in the Digital Humanities series seeks to address this deficit in the field. Focused on thought and work that has been underappreciated for linguistic, cultural, or geopolitical reasons, contributors showcase alternative histories and perspectives that detail the rise of the digital humanities in the Global South and other "invisible" contexts and explore the implications of a globally diverse digital humanities. Advancing a vision of the digital humanities as a space where we can reimagine basic questions about our cultural

and historical development, this volume challenges the field to undertake innovation and reform. Contributors: Maria José Afanador-Llach, U de los Andes, Bogotá; Maira E. Álvarez, U of Houston; Purbasha Auddy, Jadavpur U; Diana Barreto Ávila, U of British Columbia; Deepti Bharthur, IT for Change; Sayan Bhattacharyya, Singapore U of Technology and Design; Anastasia Bonch-Osmolovskaya, National Research U Higher School of Economics; Jing Chen, Nanjing U; Carlton Clark, Kazimieras Simonavičius U, Vilnius; Carolina Dalla Chiesa, Erasmus U, Rotterdam; Gimena del Rio Riande, Institute of

Bibliographic Research and Textual Criticism; Leonardo Foletto, U of São Paulo; Rahul K. Gairola, Murdoch U; Sofia Gavrilova, Leibniz Institute for Regional Geography; Andre Goodrich, North-West U; Anita Gurumurthy, IT for Change; Aliz Horvath, Eötvös Loránd U; Igor Kim, Russian Academy of Sciences; Inna Kizhner, Siberian Federal U; Cédric Leterme, Tricontinental Center; Andres Lombana-Bermudez, Pontificia, U Javeriana, Bogotá; Lev Manovich, City U of New York; Itay Marienberg-Milikowsky, Ben-Gurion U of the Negev; Maciej Maryl, Polish Academy of Sciences; Nirmala Menon, Indian Institute of Technology, Indore;

Boris Orekhov, National Research U Higher School of Economics; Ernesto Priego, U of London; Sylvia Fernández Quintanilla, U of Kansas; Nuria Rodríguez-Ortega, U of Málaga; Steffen Roth, U of Turku; Dibyadyuti Roy, Indian Institute of Technology, Jodhpur; Maxim Rumyantsev, Siberian Federal U; Puthiya Purayil Sneha, Centre for Internet and Society, Bengaluru; Juan Steyn, South African Centre for Digital Language Resources; Melissa Terras, U of Edinburgh; Ernesto Miranda Trigueros, U of the Cloister of Sor Juana; Lik Hang Tsui, City U of Hong Kong; Tim Unwin, U of London; Lei Zhang, U of Wisconsin-La

Crosse.

Humanitas Jan 22 2020 This reader reprints critical essays published over the course of a 100-year history that grapple with the challenges of defining and justifying the presence of humanities instruction in medical education. It provides insights to some of the newer approaches that branch out from the familiar subjects of history and literature to include theater, art, poetry, and disability studies. With a comprehensive historiographical introduction as well as prefaces to each article, including new reflections by many of the original authors themselves, the volume enables reflection

on how the diversity of disciplinary perspectives and multiplicity of theoretical frameworks relate to each other historically and thematically. This volume is an invaluable resource for anyone engaged with humanities in health care education.

The Humanities and the Common Man Jan 14 2022

This brief discussion of higher education is based on the argument that the spirit of the humanities should dominate the entire program of a public university. The central position of the humanities cannot be recognized in present-day universities that have a naturalistic and utilitarian orientation. Only when this has

been changed will a fundamental improvement in higher education be possible. Originally published in 1946. A UNC Press Enduring Edition -- UNC Press Enduring Editions use the latest in digital technology to make available again books from our distinguished backlist that were previously out of print. These editions are published unaltered from the original, and are presented in affordable paperback formats, bringing readers both historical and cultural value.

Digital Humanities Pedagogy

May 26 2020 "The essays in this collection offer a timely intervention in digital humanities scholarship,

bringing together established and emerging scholars from a variety of humanities disciplines across the world. The first section offers views on the practical realities of teaching digital humanities at undergraduate and graduate levels, presenting case studies and snapshots of the authors' experiences alongside models for future courses and reflections on pedagogical successes and failures. The next section proposes strategies for teaching foundational digital humanities methods across a variety of scholarly disciplines, and the book concludes with wider debates about the place of digital humanities in the

academy, from the field's cultural assumptions and social obligations to its political visions." (4e de couverture).

Major Decisions Apr 29 2023

"The book is an academic/career guide. It argues for the importance of the humanities for job skills and for participation in civic life and politics. The book will help students speak persuasively about the usefulness of their humanities degrees"--

Digital Humanities for

Librarians Oct 31 2020 Digital Humanities For Librarians is a one-stop resource for librarians and LIS students working in this growing area of academic librarianship. The broad

overview is followed by a series of intensely practical chapters answering questions with step-by-step approaches to both the digital and the human elements of Digital Humanities librarianship.

Global Humanities Reader

Mar 24 2020 The Global Humanities Reader is a collaboratively edited collection of primary sources with student-centered support features. It serves as the core curriculum of the University of North Carolina Asheville's almost-sixty-year-old interdisciplinary Humanities Program. Its three volumes-- Engaging Ancient Worlds and Perspectives (Volume 1), Engaging Premodern Worlds

and Perspectives (Volume 2), and Engaging Modern Worlds and Perspectives (Volume 3)--offer accessible ways to explore facets of human subjectivity and interconnectedness across cultures, times, and places. In highlighting the struggles and resilient strategies for surviving and thriving from multiple perspectives and positionalities, and through diverse voices, these volumes course correct from humanities textbooks that remain Western-centric. One of the main features of the The Global Humanities Reader is a sustained and nuanced focus on cultivating the ability to ask questions--to inquire--while enhancing culturally aware,

reflective, and interdisciplinary engagements with the materials. The editorial team created a thoroughly interactive text with the following unique features that work together to actualize student success: * Cross-cultural historical introductions to each volume * Comprehensive and source-specific timelines highlighting periods, events, and people around the world * An introduction for each source with bolded key terms and questions to facilitate active engagement * Primed and Ready questions (PARs)--questions just before and after a reading that activate students' own knowledge and

skills * Inquiry Corner--questions consisting of four types: Content, Comparative, Critical, and Connection * Beyond the Classroom--explore how ideas discussed in sources can apply to broader social contexts, such as job, career, project teams or professional communities * Glossary of Tags--topical 'hubs' that point to exciting new connections across multiple sources These volumes reflect the central role of Humanities in deepening an empathic understanding of human experience and cultivating culturally appropriate and community-centered problem-solving skills that help us flourish as global and local citizens.

Value and the Humanities Jun 26 2020 Tracing the shift from liberal to neoliberal education from the nineteenth century to the present day, this open access book provides a rich and previously underdeveloped narrative of value in higher education in England. Value and the Humanities draws upon historical, financial, and critical debates concerning educational and cultural policy. Rather than writing a singular defence of the humanities against economic rationalism, Zoe Hope Bulaitis constructs a nuanced map of the intersections of value in the humanities, encompassing an exploration of policy engagement, scientific

discourses, fictional representation, and the humanities in public life. The book articulates a kaleidoscopic range of humanities practices which demonstrate that although recent policy encourages higher education to be entirely motivated by outcomes, fiscal targets, and the acquisition of employability skills, the humanities continue to inspire and aspire beyond these limits. This book is a historically-grounded and theoretically-informed analysis of the value of the humanities within the context of the market.

The Humanities and the Dream of America Oct 23 2022 In this bracing and

original book, Geoffrey Galt Harpham argues that today's humanities are an invention of the American academy in the years following World War II, when they were first conceived as an expression of American culture and an instrument of American national interests. The humanities portray a "dream of America" in two senses: they represent an aspiration of Americans since the first days of the Republic for a state so secure and prosperous that people could enjoy and appreciate culture for its own sake; and they embody in academic terms an idealized conception of the American national character. Although they are struggling to

retain their status in America, the concept of the humanities has spread to other parts of the world and remains one of America's most distinctive and valuable contributions to higher education. The Humanities and the Dream of America explores a number of linked problems that have emerged in recent years: the role, at once inspiring and disturbing, played by philology in the formation of the humanities; the reasons for the humanities' perpetual state of "crisis"; the shaping role of philanthropy in the humanities; and the new possibilities for literary study offered by the subject of pleasure. Framed by essays that draw on Harpham's

pedagogical experiences abroad and as a lecturer at the U.S. Air Force Academy, as well as his vantage as director of the National Humanities Center, this book provides an essential perspective on the history, ideology, and future of this important topic.

The Path to the Ph.D. Oct 11 2021 There is a growing concern among educators and policymakers about the level of attrition from Ph.D. programs in the sciences and humanities at some U.S. universities. Reliable estimates of graduate student attrition are difficult to obtain, however, because most information comes from the administrative records of individual institutions. This

book provides a summary of datasets that could be used to analyze patterns of graduate student attrition and degree completion nationally, along with an analysis of recent studies on the subject. Based on this information, the committee examines the feasibility of designing a system to produce national estimates of graduate student attrition.

Bulletin of the Modern Humanities Research Association Jul 28 2020 List of members in nos. 1, 4, 8, 12, 15/16, 27/28.

The Ghost on the Ramparts and Other Essays in the Humanities Nov 12 2021 The Ghost on the Ramparts

presents fourteen of R. B. Heilman's essays on the teaching of English and the profession of the humanities. These essays deal with such diverse topics as administrative ways and means, pedagogical shibboleths and heresies, uses and abuses of literacy, clichés of style, moot issues of history and criticism, and above all the nature of the humanities and their continuing significance. The persuasive discussions of all these subjects reflect the author's wide professional experience, his wit and wisdom, and his superb sense of style. The chairman of a distinguished English department for over twenty years, Heilman well knew the

ins and outs of administration. He considers not only the practical problems of maintaining a large department but also the more complex matters involving a chairman's attitude toward deans, toward colleagues of many kinds, and toward oneself as a committed teacher and administrator. Also a literary critic of established reputation, Heilman's explicative side appears in most of these essays as he provides illustrative examples from many different sources while discussing the nature of history and criticism in the humanities. The unity of these essays is no less impressive than the mind of their maker, who instances a remarkable

capacity for seeing life in the humanities steadily and whole. **Mind Technologies** Sep 10 2021 The computer-assisted tools, methodologies and structures through which those in the arts and humanities pursue their disciplines - the humanities 'mind technologies' - have come increasingly to the forefront in recent years. Arising in part from recent meetings between the Consortium for Computing in the Humanities (COCH/COSH) and the Social Sciences and Humanities Research Council of Canada (SSHRC), the volume is the first to document the internationally significant work of the Canadian academic community in this area.

Addressing issues of funding, research and innovation, these articles foc.

Rhetoric and the Digital

Humanities Feb 03 2021

Within the digital humanities, rhetoric has emerged as a nexus of incredible innovation, and "Rhetoric and the Digital Humanities" provides extensive and much-needed guidance on how the theories and methodologies of rhetorical studies can be marshaled in highly successful ways to enhance all work in digital humanities. In addition to an insightful introduction from the

editors, the book offers essays from leading scholars in a variety of disciplines, organized into three tightly focused sections. The first consists of seven chapters that define field connections between rhetoric and the digital humanities. The second section offers six chapters focused on research methodology. And the third presents ten chapters offering forward-looking recommendations on pathways for exploring interdisciplinary trajectories between rhetorical studies and the digital humanities. This timely edited

collection will do much to promote and strengthen interdisciplinary collaborations in the digital humanities. [The Arts and the Humanities in the University](#) Jun 19 2022
Studying Arts and Humanities Apr 17 2022
Clearly illustrated with examples of written work and useful interactive exercises, this guide will encourage independent learning, helping arts and humanities students to develop effective study habits and learn successful strategies for reading and writing about theoretical texts.