

1**Bathing in reeking wounds [Texto impreso] : the liberal arts, beauty, and war / Catharine R. Stimpson**

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References: p. 139-140 : 12 refs.

A historic dialectic exists between the beautiful and the bestial. The bestial destroys the beautiful, but in a bloody miracle, the beautiful emerges from the womb of the bestial, the 'terrible beauty' of which the poet W. B. Yeats wrote. The liberal arts, so often thought to dwell in a remote ivory tower, embody this dialectic. Wars and disasters have spurred their evolution. Even more important, the liberal arts are at once the dialectic's most energetic and sensitive explorers. Shakespeare's gory tragedy about war and warriors, *Macbeth*, is a springboard for such explorations, dramatizing a dialectic between war and love, destruction and redemption, savagery and poetry. We bathe in reeking wounds. Because of their diversity, liberal artisans, practitioners of the liberal arts, are now uniquely prepared to engage with this dialectic. They can also inoculate us against the diseases of the allure of war, blood lust, and propaganda.

Arts and Humanities in Higher Education. -- 2014, v.13 (February/April), n. 1-2, p. 128-140

1. Gertrude Stein 2. Liberal arts 3. Martin Luther King Jr. 4. *Macbeth* 5. Riverbend 6. Shakespeare 7. War 8. William James

2**The evil of banality [Texto impreso] :Arendt revisited / Elizabeth Minnich**

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References: p. 178 : 13 refs.

The banality of evil (Arendt) remains controversial and useful. Ironically, the concept is now itself a banality. To revisit and extend it, we consider the evil of banality, the profound dangers of clichéd thoughtlessness. A distinction is proposed: intensive versus extensive evils. The former takes few people and is readily romanticized as demonic. The latter takes many people over time and is badly misunderstood if romanticized: it requires many reliable workers. The paper introduces the continuum of attentiveness in relation to the doing of evil or good (from Eichmann and Saddam Hussein's obtuse thoughtlessness, to the poet Wislawa Szymborska's astonishment at the ordinary). Education, especially in the Humanities, may be our last best hope to teach people to think, to see, and to resist the evils enabled by banality.

Arts and Humanities in Higher Education. -- 2014, v.13 (February/April), n. 1-2, p. 158-179

1. Arendt 2. Banality 3. Evil 4. Humanities 5. Moral education 6. Teaching thinking

3**Exploring religious identity through the arts [Texto impreso]: a call to theologians / Rosalind Parker**

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References: p. 99 : 15 refs.

Starting with an art exhibition which explored issues of religious identity, and with an illuminative case study of a 'British Muslim' artist, this paper sets out a two-fold impact of approaching religious subjects from the angle of aesthetics. Firstly, the arts can be employed to open out categories of religious identity as non-fixed and permeable, which in turn shapes resulting inter-faith dialogue. Secondly, this can bring the theologian a clearer sense of how the discipline shapes its theory in the light of such cross-disciplinary engagement, informing a new awareness of the relationship between the researcher and research subject that fruitfully complicates the researcher's conceptualisation of religious identity. For a theologian working in the area of religious studies, understanding can be enriched by holding an awareness of the subject as subject: the way that it is shaped by one's methodological grasp. The arts have a special role to play for theologians and others engaged in academic inquiry, reminding how identity is continually in formation, and continually requires fresh expression.

Arts and Humanities in Higher Education. -- 2014, v.13 (February/April), n. 1-2, p. 88-100

1. Aesthetic 2. Artwork 3. British Muslim 4. Dialogue 5. Identity 6. Inter-faith 7. Religion
8. Representation 9. Theology

4**The Humanities without condition [Texto impreso] : Derrida and the singular oeuvre / Derek Attridge**

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References: p. 60 : 4 refs.

In an important lecture on the function of the Humanities, 'The University without Condition', Jacques Derrida asks what it means to 'profess' the truth and advocates a commitment to the oeuvre - the work that constitutes an event rather than just a contribution to knowledge. I examine a few phrases from the lecture, focusing on questions of the unconditional, the 'as if'singularity, the future, and the impossible.

Arts and Humanities in Higher Education. -- 2014, v.13 (February/April), n. 1-2, p. 54-61

1. Affirmative 2. Derrida 3. Event 4. Impossible 5. Performative 6. "Oeuvre" 7. Singularity 8. Unconditional 9. University

5

Imagining the humanities - Amid the inhuman [Texto impreso] : Whither the Humanities Project? / Ronald Barnett

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 53 : 20 refs.

The rationale for retaining the humanities in universities in the 21st century is not self-evident. A case for the humanities can only be fully made against a sense of their loss or their absence. Some say that we are already in a post-human society, but what role might the humanities play in such a society? Presumably, the fate of the humanities is bound up with a sense as to what it is to be human, and that such being-human, such human being, has value. The humanities are rather self-centred, it seems, according human being a special place on this planet. Perhaps some modesty is called for. The humanities go through crises - a crisis of the humanities - every decade or so. Are we currently in the midst of just such a crisis? Or is it a terminal crisis? It may be that a new kind of imaginative and critical humanities awaits.

Arts and Humanities in Higher Education. -- 2014, v.13 (February/April), n. 1-2, p. 42-53

1. Critique 2. Humanities 3. Humanity 4. Imagination 5. Inhuman 6. Interdisciplinarity 7. Post-humanism 8. Universities

6

Innovation or replication? Crossing and criss-crossing in social science [Texto impreso] / Marilyn Strathern

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References: p. 75-76 : 22 refs.

What does it mean to find echoes of an innovatory moment in the past, or a discipline's cutting edge in another's worn down tool, or people in different fields quite unknown to one another following a similar intellectual trajectory over the same three or four years? A short case study of what looks uncannily like 'independent invention' is prefaced by reflections on replicatory practice in the social sciences. Some US sociological theorizing on the workings of racial distinctions within disciplines, specifically across many foundational arguments in social science, finds a counterpart in UK anthropological theorizing on scale and replication in social phenomena at large. The conjunction is amusing; it could well be instructive. In any event, there is a challenge here to comparisons across disciplines.

Arts and Humanities in Higher Education. -- 2014, v.13 (February/April), n. 1-2, p. 62-76

1. Disciplinary distinctions 2. Fractals 3. Relations 4. Repetition 5. Social knowledge practices 6. Social science

7

Liberal values at a time of neo-liberalism [Texto impreso] / Mary Evans

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 23 : 11 refs.

Critical responses to changes in UK higher education have emerged from various quarters. This article suggests that some of these responses are collusive with neo-liberalism and that a greater attention might be paid to the possibilities of the word 'liberal' and to the more democratic implications of certain US initiatives.

Arts and Humanities in Higher Education. -- 2014, v.13 (February/April), n. 1-2, , p. 17-23

1. Critical responses 2. Democratic 3. Higher education 4. Liberal 5. Neo-liberalism 6. Privilege 7. UK and USA

8

Music and consciousness [Texto impreso] : a continuing project / David Clarke, Eric Clarke

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 86-87 : 11 refs.

If there is a topic on which the humanities might make a distinctive claim, it is that of consciousness-an essential aspect of human being. And within the humanities, music might make its own claims in relation to both consciousness and being human. To investigate this connection, David Clarke and Eric Clarke brought together a wide variety of contributors in the book 'Music and Consciousness: Philosophical, Psychological, and Cultural Perspectives' (OUP, 2011). The collection contributes to debates in consciousness studies at large, but also maps out areas peculiar to music and consciousness. Additionally, it lays bare the sheer multiplicity of discourses that emerges when consciousness is approached from even a single field of inquiry, such as music. If this poses a challenge for arriving at any agreed notion of consciousness (in relation to music or otherwise), this instability is something that might be best embraced rather than 'resolved'. While the study of music and consciousness affirms the importance of the humanities, this is not to foreclose dialogue with scientific disciplines, even as this means maintaining awareness of how the different discursive formations of the humanities and sciences may connote different-and frequently incommensurable-sensibilities and values.

Arts and Humanities in Higher Education. -- 2014, v.13 (February/April), n. 1-2, p. 77-87

1. Consciousness 2. Culture 3. Discourse 4. Humanities 5. Music 6. Multidisciplinarity 7. Neuroscience 8. Philosophy 9. Psychology 10. Science

9

Pedagogical symmetry and the cultivation of humanity [Texto impreso] : Nussbaum, Seneca and symmetry in the teacher–pupil relationship / David Moltow

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 127 : 12 refs.

Martha Nussbaum argues that the aims of higher education ought to include the development in pupils of the capacity to contribute to the cultivation of humanity as intelligent, global citizens. For Nussbaum, 'training' in this capacity is distinctly 'philosophical' and she proposes that, to achieve this, teacher-pupil relationships ought to be 'strongly symmetrical' along the lines of the teaching model evinced in Seneca's "Epistles". In this paper, I examine Nussbaum's proposal in relation to an intentional account of teaching and consider how it fits within the Stoic framework before examining how her argument for symmetry aligns with that evidenced in Seneca. I show that Nussbaum's argument for pedagogical symmetry is sustained neither by evidence from Seneca nor by the account of teaching implied in her own proposal for education.

Arts and Humanities in Higher Education. -- 2014, v.13 (February/April), n. 1-2, p. 115-127

1. Citizenship 2. Liberal education 3. Nussbaum 4. Pedagogical symmetry 5. Philosophy 6. Seneca

10

A poem in a medium not of words [Texto impreso] : music, dance and arts education in Rabindranath Tagore's Santiniketan / Matthew Pritchard

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 113 : 22 refs.

In light of recent attempts to defend the role of the arts in education against the effects of policies based on utilitarian principles, this paper examines the arts educational writings and practical projects of Rabindranath Tagore (1861-1941) at Santiniketan in West Bengal, showing how they were motivated by a Romantic and Upanishadic philosophy centred on the anti-utilitarian concept of 'surplus'. While the development of Santiniketan's present arts and music departments away from Tagore's original ideals is acknowledged and traced, the paper argues that Tagore's aesthetic and educational philosophy still contains much to challenge us. In many ways, his thought can be seen as more compatible with progressive and liberal arts education than the ideology of high modernism that developed at the same period in Europe.

Arts and Humanities in Higher Education. -- 2014, v.13 (February/April), n. 1-2, p. 101-114

1. Bengali 2. Education 3. Liberal arts 4. Modernism 5. Music 6. Romanticism

11**"Something adequate"? In memoriam Seamus Heaney, Sister Quinlan, Nirbhaya [Texto impreso] / Jan Parker**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 148 : 5 refs.

Seamus Heaney talked of poetry's responsibility to represent the 'bloody miracle', the 'terrible beauty' of atrocity; to create 'something adequate'. This article asks, what is adequate to the burning and eating of a nun and the murderous gang rape and evisceration of a medical student? It considers Njabulo Ndebele's answer: the retelling of the story in the service of 'love and politics', and that of the South African playwright, Yael Farber, who workshopped and then performed experiences of terrible, disfiguring violence against women. It asks what Humanities disciplinary writing would be 'something adequate' something that raises 'critical consciousness' in the terms Heaney claimed in his Nobel Lecture 'Crediting Poetry', that illuminates and appreciates rather than contributes to an anaesthetising 'culture of suspicion', that re-presents adequate - discipline-specific, singular, particular, poetic - truth.

Arts and Humanities in Higher Education. -- 2014, v.13 (February/April), n. 1-2, p. 141-148

1. Atrocity 2. Critical consciousness 3. Criticism 4. Homi Bhabha 5. Nirbhaya 6. Njabulo Ndebele 7. Poetry 8. Representation 9. Seamus Heaney 10. Violence against women

12**"This ever more amorphous thing called Digital Humanities" [Texto impreso] : Whither the Humanities Project? / Marilyn Deegan**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 38-40 : 48 refs.

In 2012, Digital Humanities became one of the most talked-about topics in the humanities and was suggested as a movement that could possibly help halt the decline in the traditional humanities. A flurry of books appeared, and AHHE produced two special issues, Digital humanities, digital futures and the necessity of the humanities, in which scholars discuss the value and practice of the humanities in a world that is increasingly digital. This current piece muses on some aspects of the humanities and the digital humanities against a background of the world financial decline, emerging media and new attitudes in society to art, culture, humanities and education.

Arts and Humanities in Higher Education. -- 2014, v.13 (February/April), n. 1-2, p. 24-41

1. Culture 2. Decline of humanities 3. Digital humanities 4. Education 5. Humanities computing