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F. David Martin, Lee A. Jacobus

The Humanities Through the Arts F. David Martin, Lee A. Jacobus, 1974

Humanities through the Arts F. David Martin, Lee A. Jacobus, 2014-03-10 Humanities Through the Arts, ninth edition, continues to explore the humanities with an emphasis upon the arts as an expression of cultural and personal values, examining the relationship of the humanities to important values, objects and events. The book is arranged topically by art form from painting, sculpture, photography, and architecture to literature, music, theater, film, and dance. Four major pedagogical boxed features enhance student understanding of the genres and of individual works within the genres: Perception Key boxes, Conception Key boxes, Experiencing boxes, and new Focus On boxes. Intended for introductory-level, interdisciplinary courses offered across the curriculum in the Humanities, Philosophy, Art, English, Music, and Education departments, this beautifully illustrated text helps students learn how to actively engage a work of art.

Building Parent Involvement Through the Arts Michael Sikes, 2007-01-18 Professionals who want to build authentic parent and community involvement in their schools will find a champion in this book. —Wendy Caszatt-Allen, Teacher, Mid-Prairie Middle School, Kalona, IA An invaluable resource full of fun and relevant plans that are most assuredly teacher-, student-, and parent-friendly. The best I have read! —Ilona Anderson, Principal, Flagstaff Middle School, AZ Schools that utilize techniques from this book will benefit not only from an increase in student engagement and achievement. Beautifully written. —Marscha Greenfeld, Senior Program Facilitator, National Network of Partnership Schools Create a rich cultural arts program that inspires parent involvement! Research has shown that parents play an enormous role in their children's school success. However, principals and teachers struggle to find ways to get parents more involved. Educator and consultant Michael Sikes shows principals and teachers how to create an arts-rich school that enthusiastically welcomes families and community members, promotes diversity and multicultural appreciation, develops cognitive skills, and engages parents through a myriad of creative activities. This exciting resource explores all types of creative art programs, including dance, theater, folk art, literature, visual arts, and music. An extensive toolkit, this book not only explores why but how to design and implement an arts program that brings families back to the classroom. Ready-to-use features and strategies are packed into this practical guide: Sample lesson plans and worksheets, including materials lists, step-by-step instructions, and roles for parents and families Dozens of project and activity ideas tied to national standards Project assessments and

evaluations How-to's for finding community resources and funding Templates, forms, checklists, surveys, and much more School administrators and teachers can use this essential guide for welcoming families into their schools and creating a friendly place where student work is celebrated and parent contributions are embraced and valued.

The Humanities Through the Arts F. David Martin, Lee A. Jacobus, 1996-11

Loose Leaf for Humanities through the Arts F. David Martin, Lee A. Jacobus, 2018-01-11 *Humanities Through the Arts*, tenth edition, continues to explore the humanities with an emphasis upon the arts as an expression of cultural and personal values, examining the relationship of the humanities to important values, objects and events. The book is arranged topically by art form from painting, sculpture, photography, and architecture to literature, music, theater, film, and dance. Four major pedagogical boxed features enhance student understanding of the genres and of individual works within the genres: Perception Key boxes, Conception Key boxes, Experiencing boxes, and new Focus On boxes. Intended for introductory-level, interdisciplinary courses offered across the curriculum in the Humanities, Philosophy, Art, English, Music, and Education departments, this beautifully illustrated text helps students learn how to actively engage a work of art.

Digital Technology and the Practices of Humanities Research Jennifer Edmond, 2020-01-30 How does technology impact research practices in the humanities? How does digitisation shape scholarly identity? How do we negotiate trust in the digital realm? What is scholarship, what forms can it take, and how does it acquire authority? This diverse set of essays demonstrate the importance of asking such questions, bringing together established and emerging scholars from a variety of disciplines, at a time when data is increasingly being incorporated as an input and output in humanities sources and publications. Major themes addressed include the changing nature of scholarly publishing in a digital age, the different kinds of 'gate-keepers' for scholarship, and the difficulties of effectively assessing the impact of digital resources. The essays bring theoretical and practical perspectives into conversation, offering readers not only comprehensive examinations of past and present discourse on digital scholarship, but tightly-focused case studies. This timely volume illuminates the different forces underlying the shifting practices in humanities research today, with especial focus on how humanists take ownership of, and are empowered by, technology in unexpected ways. *Digital Technology and the Practices of Humanities Research* is essential reading for scholars, students, and general readers interested in the changing culture of research practices in the humanities, and in the future of the digital humanities on the whole.

Reclaiming the Human Sciences and Humanities Through African Perspectives Helen Lauer, Kofi Anyidoho, 2012 This compilation was inspired by an international symposium held on the Legon campus in September 2003. Hosted by the CODESRIA African Humanities Institute Programme, the symposium had the theme 'Canonical Works and Continuing Innovation in African Arts & Humanities'.

Student Study Guide for Use with the Humanities Through the Arts F. David Martin, Lee A. Jacobus, 2003-07

Transforming Education through the Arts Brian Caldwell,Tanya Vaughan,2011-11-17 This timely book takes up the challenge of maintaining programs in the arts in the face of unrelenting pressure from two directions; the increasing focus on literacy and numeracy in schools, teamed with the cut-backs in public funding that often affect the arts most severely. Drawing on the wealth of evidence already available on the impact of the

Philosophical Foundations of the African Humanities through Postcolonial Perspectives ,2019-03-19 Philosophical Foundations of the African Humanities through Postcolonial Perspectives critiques recent claims that the humanities, especially in public universities in poor countries, have lost their significance, defining missions, methods and standards due to the pressure to justify their existence. The predominant responses to these claims have been that the humanities are relevant for creating a “world culture” to address the world’s problems. This book argues that behind such arguments lies a false neutrality constructed to deny the values intrinsic to marginalized cultures and peoples and to justify their perceived inferiority. These essays by scholars in postcolonial studies critique these false claims about the humanities through critical analyses of alterity, difference, and how the Other is perceived, defined and subdued. Contributors: Gordon S.K. Adika, Kofi N. Awoonor, E. John Collins, Kari Dako, Mary Esther Kropp Dakubu, James Gibbs, Helen Lauer, Bernth Lindfors, J.H. Kwabena Nketia, Abena Oduro, Gayatri Chakravorty Spivak, Olúfémi Táíwò, Alexis B. Tengan, Kwasi Wiredu, Francis Nii-Yartey

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The SAGE Handbook of Research on Teacher Education D. Jean Clandinin,Jukka Husu,2017-06-14 The SAGE Handbook of Research on Teacher Education offers an ambitious and international overview of the current landscape of teacher education research, as well as the imagined futures. The two volumes are divided into sub-sections: Section One: Mapping the Landscape of Teacher Education Section Two: Learning Teacher Identity in Teacher Education Section Three: Learning Teacher Agency in Teacher Education Section Four: Learning Moral & Ethical Responsibilities of Teaching in Teacher Education Section Five: Learning to Negotiate Social, Political, and Cultural Responsibilities of Teaching in Teacher Education Section Six: Learning through Pedagogies in Teacher Education Section Seven: Learning the Contents of Teaching

in Teacher Education Section Eight: Learning Professional Competencies in Teacher Education and throughout the Career Section Nine: Learning with and from Assessments in Teacher Education Section Ten: The Education and Learning of Teacher Educators Section Eleven: The Evolving Social and Political Contexts of Teacher Education Section Twelve: A Reflective Turn This handbook is a landmark collection for all those interested in current research in teacher education and the possibilities for how research can influence future teacher education practices and policies.

Evaluating and Measuring the Value, Use and Impact of Digital Collections Lorna M. Hughes, 2012 A huge investment has been made in digitizing scholarly and cultural heritage materials through initiatives based in museums, libraries and archives, as well as higher education institutions. The 'Digital Economy' is an important component of institutional planning, and much attention is given to the investment in digital projects and programmes. However, few initiatives have examined the actual use, value and impact of digital collections, and the role of digital collections in the changing information environment. As the creative, cultural and educational sector faces a period of restricted funding, it is timely to re-examine the use of the digital collections that have been created in the past twenty years, and to consider their value to the institutions that host them and to the communities of users they serve. This book brings together a group of international experts to consider the following key issues: What is the role of digital resources in the research life cycle? Do the arts and humanities face a 'data deluge'? How are digital collections to be sustained over the long term? How is use and impact to be assessed? What is the role of digital collections in the 'digital economy'? How is public engagement with digital cultural heritage materials to be assessed and supported? This book will be of interest to academics, librarians, archivists and the staff of cultural heritage organizations, as well as funders and other key stakeholders with an interest in the development and long term sustainability of digital collections.--Publisher's website.

Expanding your English and Creative Skills through Art and the Humanities María Luz Arroyo Vázquez, María Eugenia Sánchez Suárez, 2018-10-11 Are you interested in Art and the Humanities? Have you been learning English for a long time but do not have enough confidence to carry out tasks in these fields efficiently? Would you like to learn the necessary strategies and skills? Expanding your English and Creative Skills through Art and the Humanities has been designed for students or professionals who would like to use and improve their English in areas such as history, art history, literature, film and media, and language, at an upper-intermediate or advanced level. This book integrates practice of the four skills (reading, listening, speaking and writing) and has been written from a holistic and humanistic approach. An important aspect that is emphasized is how to acquire intercultural competence in a globalized world. The approach is a very practical one. You will learn how to carry out tasks such as commenting on artistic and multimedia materials, providing conservation advice, advertising a product or service, making a successful speech or oral presentation, and writing your own curriculum vitae. All the skills that will help increase your confidence in using the English language!

The Well-Read Game Tracy Fullerton, Matthew Farber, 2025-03-25 How players evoke personal and subjective meanings through a new theory of player response. In *The Well-Read Game*, Tracy Fullerton and Matthew Farber explore the experiences we have when we play games: not the outcomes of play or the aesthetics of formal game structures but the ephemeral and emotional experiences of being in play. These are the private stories we tell ourselves as we play, the questions we ask, and our reactions to the game's intent. These experiences are called "readings" because they involve so many of the aspects of engaging with literary, cinematic, and other expressive texts. A game that is experienced in such a way can be called "well-read," rather than, or as well as, "well-played," because of the personal, interpretive nature of that experience and the way in which it relates to our reading of texts of all kinds. The concept of the "well-read game" exists at the convergence of literary, media, and play theories—specifically, the works of Louise Rosenblatt's reader-response theory, Brian Upton's situational game theory, Tracy Fullerton's playcentric design theory, and Bernie DeKoven's well-played game philosophy. Each of these theories, from their own perspective, challenges notions of a separate, objective, or authorial meaning in a text and underscores the richness that arises from the varied responses of readers, who coauthor the meaning of each text through their active engagement with it. When taken together, these theories point to a richer understanding of what a game is and how we might better value our experiences with games to become more thoughtful readers of their essential meanings.

Doing Digital Humanities Constance Crompton, Richard Lane, Ray Siemens, 2016-09-13 Digital Humanities is rapidly evolving as a significant approach to/method of teaching, learning and research across the humanities. This is a first-stop book for people interested in getting to grips with digital humanities whether as a student or a professor. The book offers a practical guide to the area as well as offering reflection on the main objectives and processes, including: Accessible introductions of the basics of Digital Humanities through to more complex ideas A wide range of topics from feminist Digital Humanities, digital journal publishing, gaming, text encoding, project management and pedagogy Contextualised case studies Resources for starting Digital Humanities such as links, training materials and exercises *Doing Digital Humanities* looks at the practicalities of how digital research and creation can enhance both learning and research and offers an approachable way into this complex, yet essential topic.

Community Arts and Culture Initiatives in Singapore Zdravko Trivic, 2020-09-15 What Can Space Do for the Arts?; What Can Arts Do for Space?; and What Can Arts and Space Do for the Community? Through the lenses of creative placemaking and neighbourhood arts ecology, Trivic re-examines the position of community arts in the spatial, social and cultural landscape. Emphasising urban design considerations of complex interdependent relationships between arts, space and people, he re-explores the role of community-based arts activities in shaping urban neighbourhoods, enriching public life and empowering communities. This is divided into an analysis of spatial opportunities for the arts in the neighbourhood; and

a study of the impacts of bringing arts and culture activities into local neighbourhoods and communities, using Singapore's nodal approach as a developed case study. Using spatial opportunity analysis, the book demonstrates a step-by-step procedure for identification and evaluation of the neighbourhood spaces that work best for community arts and culture activities. In the study of impacts, Trivic proposes a holistic framework for capturing and evaluating the non-economic impacts of arts and culture, on space, society, well-being, education and participation. An invaluable template for arts event organisers and artists to assess and maximise the outcomes of their creative efforts in local neighbourhoods, as well as an important reading for students and practitioners of neighbourhood planning, urban design, and creative placemaking.

A Legal Primer on Managing Museum Collections, Third Edition Marie C. Malaro, Ildiko DeAngelis, 2012-05-08 Hailed when it was first published in 1985 as the bible of U.S. collections management, *A Legal Primer on Managing Museum Collections* offers the only comprehensive discussion of the legal questions faced by museums regarding collections. This revised and expanded third edition addresses the many legal developments—including a comprehensive discussion of stolen art and the international movement of cultural property, recent developments in copyright, and the effects of burgeoning electronic uses—that have occurred during the past twenty-five years. An authoritative, go-to book for any museum professional, *Legal Primer* offers detailed explanations of the law, suggestions for preventing legal problems, and numerous case studies of lawsuits involving museum collections.

Integrative Strategies for the K-12 Social Studies Classroom Timothy Lintner, 2013-03-01 While the concept of integration or an interdisciplinary curriculum has been around for decades, the purposeful practice of integration is a relatively new educational endeavor. Though classroom teachers often say they “integrate,” there generally seems to be a lack of understanding of what this thing called integration is (theory) and what it is supposed to look like in the classroom (practice). Arguably, no other discipline has felt the pressure to integrate more than social studies. Marginalized by federal initiatives such as No Child Left Behind and suffering from a general crisis of credibility, social studies has been pushed further and further to the proverbial back burner of educational importance. Yet regardless of perspective or position, social studies remains ripe for integration. The crux of this book is to provide educators insights and strategies into how to integrate social studies with other discipline areas. Calling upon national experts in their respective fields, each chapter chronicles the broad relationship between individual content areas and social studies. Multiple examples of integrative opportunities are included. At the end of each chapter is a series of grade-specific integrative lesson plans ready for implementation. This book was purposefully designed as a how-to, hands-on, ready-reference guide for educators at all stages and all levels of teaching.

The Public Value of the Social Sciences John D. Brewer, 2013-05-23 John Brewer explores the essential nature of the social sciences and the ways in which notions of 'impact' and 'value' could be reframed to generate a more productive debate around their contribution to the good of society.

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