

IDIOMA: INGLÊS

Área 3

* Indica uma pergunta obrigatória

1. E-mail *

2. ÁREA *

Marcar apenas uma oval.

3-CIÊNCIAS HUMANAS, CIÊNCIAS SOCIAIS APLICADAS

3. NOME DO CANDIDATO *

4. NÚMERO DA INSCRIÇÃO *

5. NÚMERO DO CPF *

Leia o texto e responda as questões a seguir em Português. Todas as questões devem ser respondidas de acordo com o texto. As respostas digitadas neste formulário eletrônico constituirão o ÚNICO documento válido para correção da prova.

ARE THE HUMANITIES IN CRISIS, LIKE MANY CRITICS ASSERT?

By Sarah Fullerton

The answer is yes and no. Let's start with no. We were really deliberate in deciding that this was not going to be an account of the crisis, and that wasn't difficult: Everywhere we looked, we discovered scholars and students working on new knowledge. Sometimes this was in universities and at other times at the periphery, whether in publishing houses and journals, Non-Governmental Organizations (NGOs) or museums. We also wanted to focus on the conditions of flourishing, now and for the future.

That said, today the humanities are threatened for the very reasons they are powerful. They challenge conventional narratives and offer alternatives or what some have called more accurate — histories and imaginaries. We see this in the U.S. around the history of slavery and civil rights, and it's true globally. If the humanities weren't important, they wouldn't be so contested. The very power of the humanities to reveal unsettling truths makes them vulnerable to repression.

So this isn't a moment of crisis, but of risk. If we don't recognize the importance of the humanities and continue to support them, we could face a real crisis. Supporting the humanities requires ensuring academic freedom, preserving archives and fostering a broad array of research, from traditional scholarly work to new strategies, like community collaborations and documentary filmmaking. We need to reinvest not just financially, but also culturally and politically. If we only focus on producing solutions, building a workforce and professional schools, we do risk losing the humanities.

One of the really important insights of the World Humanities Report is the observation made by James Shulman, of the American Council of Learned Societies, that the greatest funding source for humanities research is undergraduate students. There is no graduate student or faculty pipeline — and hence no research pipeline — for the humanities without undergraduates in our classrooms and universities.

One of the most essential ways that we support humanities research is by hiring ladder-rank faculty and supporting robust graduate programs. Those graduate programs, in turn, depend on there being faculty positions available when Ph.D.s finish their degrees. But if undergraduate enrollments decline and the academic job market shrinks, that entire pipeline for humanities research will collapse. What does this mean? It means that fundamental research into human expression and experience, past and present, actually depends on our students — the future of knowledge is in their hands, and we should not take that lightly.

So one key thing we can do at Berkeley, within the UC system, nationally and internationally, is to ensure that high schools, communities and the media recognize the humanities as valuable to society. Students in California and around the world, particularly those who seek economic mobility, need more than narrow professional tracks; we need to acknowledge that the humanities open up worlds — whether they're career paths or intellectual experiences. And this is important not only for individual students, but also for the very future of knowledge — and the university — itself.

At Berkeley, we are making sure students find their way into humanities classes, especially after a long period when these pathways were blocked — whether due to advising, the negative media representations of the humanities, or the way that high schools and admissions officers presented the humanities as weak alternatives to vocational fields

ADAPTADO DE: <https://news.berkeley.edu/2024/10/14/world-humanities-report-directed-by-uc-berkeley-sara-guver-warns-of-extinction-risk-to-human-knowledge>

6. **QUESTÃO 01 – Por que, segundo Sarah Fullerton, as humanidades não estão em crise, mas sim em risco?** *

7. **QUESTÃO 02 – O que James Shulman observa sobre a importância dos estudantes de graduação para a pesquisa em humanidades?** *

8. **QUESTÃO 03 – Como os estudantes podem contribuir para a continuidade das humanidades?** *

9. **QUESTÃO 04 – Quais ações a Universidade de Berkeley pode adotar para fortalecer o reconhecimento das humanidades na sociedade?** *

10. **QUESTÃO 05 – Por que, de acordo com Sarah Fullerton, as humanidades são contestadas e estão ameaçadas?** *

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