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also when you do kind of the work that you do really who are you writing for? And also kind of why. So I guess that's a few different questions kind of packed into one kind of multi-clause kind of statement. But Carlos, you want to go to start us off?

Carlos Mariscal:

[05:07](#)

Yeah, yeah. Yeah. Thank you. Thank you. And thank you everybody for being here. I'm excited to be here. So I guess the first question was who are the humanities for? And, and I have a simple trite answer. It's for humans and I have a less trite answer and I think it's primarily for the people who are either the majority or in power or in some sort of other way. I'm viewing invisible to, to some of the underlying factors of reality to better understand those factors. And you also ask them the question about who our research speaks to or what it speaks.

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Katherine Fusco:

[07:20](#)

be justified whereas it's not for the wealthy, right? That the assumption is that if you are wealthy you know, that's part of your education, but we have to make a special case that students who are poor or working class or middle class get to study this kind of material. And so you know, I think that that that to me is sort of like who the humanities should be for is for everybody. And maybe especially for people who have been told that it's not for them, right. For who have been told, Oh, what's for you is vocational training only, right? But arts and philosophy and literature are not for you. Those are only for certain people who look a certain way or who have a certain amount of money. And so I really sort of don't care about the humanities thing for those people. I care about the humanities being for people like the students at the University of Nevada. So that, that to me is who the humanities are for. Love, blah, blah. Oh, we don't have a right to explore. So I- I've written two academic books. I'm working on a third one right now. I'm very lucky to be on sabbatical right now. And as I was, my first academic book is pretty esoteric. It is a comparative analysis of US naturalist literature, which was a body of literature that basically got produced only in 15 years like between 1890 and

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Bretton Rodriguez: [14:13](#)

think if I'm speaking to other specialist, they'll read my work in one way, maybe kind of be able to kind of introduce or in debates with that. But I think what we all should do, or I think what kind of all of our work maybe we should be kind of thinking about is ways of reaching a wider audience as well. And so a lot of what I talk about a lot where dre ab w.9 ( a .3 (o)-6.6 ( (sv)5 as )20.2 li

Carlos Mariscal:

[16:14](#)









Bretton Rodriguez: [26:23](#)

I can start just cause I have the mic [inaudible] I'm 10, I'll pass it, pass it on. But no, I mean I do think that there is head of, I think it comes in the way people see the humanities. I think there is this perception of it being kind of worthless in a way. So I mean I do think that that's something we need to push back against. And I do think that's something that we need to articulate as well, just kind of where this, this kind of value, this value is. And I think also it's kind of a dangerous thing if the humanities become only for the wealthy, only for the elite, only for people who are at Ivy league schools and kind of from these kind of wealthy privileged backgrounds. I mean, I think it's doing kind of to kind of a double disservice. They're doing a disservice to kind of students who are not from those backgrounds are not able to take those classes. I think it's also doing a disservice to the humanities as well and kind of presenting it as only kind of this this game that people play if they don't need to actually do more. And I don't think that's true. Like I think the humanities has a real impact. Whether you're nursing, whether you're mechanical engineering, whatever it is you're doing, the humanities will touch your life. And I think a lot of these issues that we face, whether it's ethics, whether it's morality, whatever it might be, these are all things you need to know. These are the things you need to be able to think about. Whether you're a nurse, whether you want, whether you're designing of driving core or car for instance. These are all kind of issues. You need it in front and this is something that we need to kind of teach and really engage with our students so that they can see and be able to make these decisions as they move forward as well. I'm going to let Katherine respond and then I think what we'll do, because we're kind of getting to time anyways is we're just going to open it up to questions from you all, but I will let kind of Katherine spot in there all open it up.

Katherine Fusco: [28:00](#)

So I also think that question is very complicated in lots of ways too because in my discipline, I'm in English and I don't know, I assume this is true in other disciplines as well. I think we're seeing some anxiety about the humanities right now. Because some people who are used to seeing themselves centered in humanities curriculum are finding that humanities curriculum is changing. Right? So there was just an op ed in the Wall Street Journal that was like, you know, I actually like dinner meetings. I was like, I am not like wasting my time on this because I've seen this before. It'll come again and I'm done. But it was basically

and like queer theory and like what happened to the good old English major. And like this is also somebody who's like happy to have no one studied English major ever, honestly, or you know what I mean? But, but I think that part of this, like what is the use value of the communities is also coming back at a particular history

Bretton Rodriguez: [29:38](#)

Audience Member 2: [29:45](#)

Carlos Mariscal: [30:37](#)

Katherine Fusco [31:26](#)

time getting paid and given a full time job, but once that they get shot and they get shot. So yeah, in some ways it is a horrible time for journalism, but certain media platforms have made a certain kind of long form journalism more possible, right? So online journalism doesn't have the same limitations as print journalism. You can publish really long pieces online. And podcasts are also pretty cheap to make. And so you've got this kind of like blossoming of podcast storytelling. And so what, what's actually happened is there's a fair amount of like, history

Bretton Rodriguez: [33:28](#)

and I think as intellectuals, there's one way that we should do and kind of need to do as well. Okay. Are there questions?

Audience Member 3: [34:31](#)

Yeah. So you spoke a lot about assigning a multimedia multimodal works to your students, but I'm curious about what they, they create instead of a traditional, you know, page 12 research paper, I'm wondering are you encouraging them to, to create things to create information, knowledge using different platforms aside from just the regular written paper, a podcast, video, essays, what are they thinking?

Bretton Rodriguez: [34:59](#)

So I keep trying to get my students to make videos and then not doing it. So I'll give them the option to do like a presentation in class or do a video and no one's ever chosen the video and they'll like the two [audible], I've been given this assignment. So I think I could just maybe to do more to kind of force them to do it perhaps. But I want them to do it. But there is a resistance on the part of

Katherine Fusco: [35:42](#)



like, that is not a trustworthy news story and like the students, I mean students are good, you know, in some ways. And I think, you know, like you do hear that and you do see that kind of thing come up. But I think like what's both horrible. Yeah. What's horrible about the internet and social media culture is it makes people who are actually consuming stuff as part of a small group of individuals feel like they're much bigger. And I think that's part of the, the issue with these YouTube things is like you get someone who's consuming a lot of conspiracy theories on YouTube and because they're being connected to people all over the world where I'm consuming them and they feel like it's a much bigger group of individuals than it actually is. And I think that's part of why classroom discussion is so important is because other students can be like "No, no no, you know, like no, like that, that is like a way out there kind of thing. Like that is not actually, you know, the case." So...

Bretton Rodriguez: [40:29](#)

So I mean, yeah, just to build on that a little bit, I think the best kind of thing that we can do to kind of theories like this, I might pop up on the internet and you'd say we're not. It's really just to of have a different experience for the students in the classroom. And I do think when the students hear something from their peers and see their peers doing something that carries a lot of weight, then maybe kind of us as kind of the authority and for the classroom. I say get my anger as much weight as their kind of class. Things being like, no, no, no. This is what we're doing. This is what the project is, is we're trying to do, and I think that's a really powerful thing and that's something that we should facilitate. Something we should kind of really try to set up a very kind of purposefully, so, okay, why don't we go to the back?

Audience Member 5: [41:06](#)

Yeah. I'll try to reduce the complexity and time. Do you find that universities sustain helping you to sustain the value of the humanities through incoming students in notion that they were ready or are you finding that as we brought it up, perhaps the university itself is beginning to discuss, reduce your own value [inaudible] I don't know. There will be time to answer is as teachers and you're younger than my wife. What else as teachers now are you finding the students were born, nurtured, raised in the digital age that are coming to you and 20 years old, 19 years old, being more disconnected from the humanities and previews? I listened to what we're talking about now. Podcast platforms were different ways to exchange and gathering information, but I hear nothing about critical exchange of ideas now you would fit platform knowledge, exchanging information.

Bretton Rodriguez: [42:38](#)

I mean I, I think the platforms if kind of correctly used provide a space for suits, like I have exchanged information and also kind

Carlos Mariscak: [43:19](#)

Audience Member 6: [43:52](#)

Carlos Mariscal: [44:16](#)

Katherine Fusco: [\\_\\_\\_\\_\\_](#)



