

## The media (especially college newspapers) provide an anatomy of problems in the humanities that frames them within larger issues of higher education.

Although WE1S largely failed to detect topics dominated by “crisis”-related words and rhetoric in the media generally (see [KF-1-1](#) and [KF-4-3](#)),<sup>1</sup> public and academic media discourse discusses a constellation of problems affecting the humanities at various levels. Turning to our [Collection 4](#) (28,375 articles mentioning “humanities” from U.S. top newspapers) and [Collection 13](#) (16,573 articles mentioning “humanities” from student newspapers on the UWire service), we identified discrete sets of problem-oriented topics that amount to the media’s analysis of issues affecting not just the humanities but academia generally.

In a 250-topic model of Collection 4, we found 35 topics explicitly about the humanities. Of these, 24 were problem-oriented. These converge around concerns for: *curriculum* ([topic 84](#) on classes/degrees and [197](#) on classes/ grades), *teaching* ([90](#), [78](#), [231](#) on shortage of faculty and funding), and *infrastructure* ([29](#), [115](#)). Such humanities-themed concerns are a microcosm of larger worries about higher ed in general. The following, for example, are two issues we found in our model in sets of education-themed topics not specifically about the humanities: *career opportunities* ([topic 106](#) on institutions and their rankings, [131](#) on degree and jobs, and [226](#) on tenure) and *education infrastructure* ([102](#) and [206](#) on admissions, [95](#) and [116](#) on test performances, and [167](#) on curriculum and classes).

<sup>1</sup> The notable exception is the discourse about “crisis” and related problems we did find in student newspapers covering the humanities. See [KF-1-2](#).

When we moved to a 250-topic model of Collection 13, we found that 31 topics are explicitly about the humanities. Of these, 13 are problem-oriented. These aggregate around issues of: *discipline and interdisciplinarity* ([topic 44](#), [45](#), [210](#), and [249](#) on concerns about the status of single disciplines; [117](#), [124](#), [167](#) on interdisciplinary concerns) and *career choices* ([143](#), [148](#), and [162](#) on the future of the humanities). Once again, these issues reflect in microcosm general problems in higher education we observed in sets of education topics not specifically about the humanities: *pedagogy* (topics [63](#), [240](#), [248](#) on research; and [137](#), [6](#), [22](#) on standardized tests and grade performance) and *institutional infrastructure* ([21](#), [16](#), [118](#) on fellowships, hiring, and tenure; [217](#), [7](#), [189](#) on admissions and enrollment; and [11](#), [105](#), [129](#), [138](#) on academic structure and curriculum).

The media, in other words, may not concentrate generally on the “crisis” of the humanities and higher ed. But it provides what is de facto an anatomy of problems in the humanities that mirror those in the large structure of higher education, especially those affected by financial, economic, and career constraints (see KF-4-TBD).

**Document collections studied:** [C-4](#), C-13.  
**Topic models of this collection:** [C-4.250](#), [C-13.250](#)  
**Interesting sample topics in the model:** (see card)  
**Representative articles:**  
**Evidentiary documentation for this key finding:**