

## The media uses the humanities as boundary-crossing frameworks to help the public understand science and technology.

The humanities, understood here to include history, literature, TV shows, and philosophy, are deployed in the media as boundary-crossing frameworks to help the public understand scientific and technological concepts. That's the conclusion that can be drawn from our [Collection 1](#) of 82,324 articles mentioning the “humanities” or “science(s),” [Collection 21](#) of 28,957 articles mentioning the “humanities” or “science(s),” and [Collection 18](#) of 81,445 articles from university student newspapers mentioning the “science(s).” In topic models of these articles, a variety of humanities themes are used as a bridge to connect lay audiences with science and technology and to facilitate understanding.

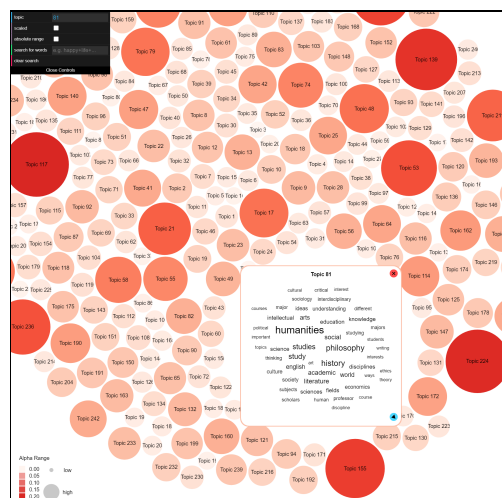
In topic [#123](#) in C-1.250 (our 250-topics model of Collection 1), regarding the dissemination of science, the top ten recurring words are *philosophy, science, human, theory, scientific, world, philosophers, nature, evolution, scientists*. Similar is [#242](#), which is about STEM fields. Its top ten recurring words are *science, engineering, sciences, math, stem, computer, physics, humanities, mathematics, technology*.

The connection of the humanities with STEM fields shows that humanities objects are used in academic settings to provide a deeper understanding of core concepts. In addition, the portrayal of accurate scientific concepts in humanities-based entertainment brings scientific terminology and concepts into everyday life.

Topic [#61](#) in C-21.250 shows that science-fiction novels and television shows

introduce ideas such as faster-than-light travel to the public, and concepts such as String Theory have become intertwined with popular culture following appearances on widely consumed television shows. A similar result is found in topic [#221](#), in C-18.250, which shows that novels are used to explain real-life technological advancements and scientific issues such as climate change.

This invites an important question for the humanities: how can they be used in education to help students better understand STEM fields while fostering a deeper appreciation for the humanities? (For possible answers, see our key findings [KF-5-6](#) and [KF-8-5](#)).



Topic [#81](#) in C-18.250 viewed in [TopicBubbles](#).

**Document collections studied:** [C-1](#) ([start page](#)); [C-21](#) ([start page](#)); [C-18](#) ([start page](#))

**Interesting sample topics:** C-18.250 [#81](#), [#221](#); C-1.250 [#123](#), [#242](#)

**Representative articles:** [a](#), [b](#).

**Reports & lab notes behind finding:**

Lab-5 documentation, DOI [10.5281/zenodo.4831113](https://doi.org/10.5281/zenodo.4831113)