



# THE HUMAN FACTOR: THE ROLE OF HUMANITIES IN INNOVATION

@HANNASNELLMAN



**SCIENCE  
FOR THE BEST  
OF THE WORLD**

**4**

CAMPUSES

**11**

FACULTIES

**7 800**

EMPLOYEES,  
57% TEACHING AND  
RESEARCH STAFF (25%  
INTERNATIONAL STAFF)

**31 200**

STUDENTS



# ONE OF THE BEST

The University of Helsinki is among the top 1% of the world's appr. 17,000 institutions of higher education.

# 57

SHANGHAI RANKING  
2018

# 79

TAIWAN RANKING 2018

# 99

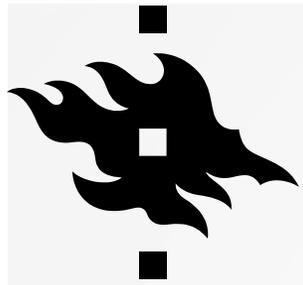
TIMES HIGHER EDUCATION  
RANKING 2018

# 92

US NEWS 2018

# 110

QS RANKING 2018



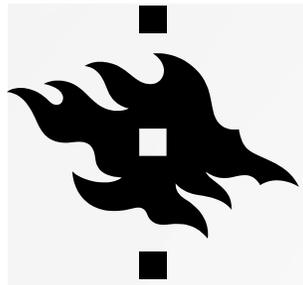
# WHY HUMANITIES?

”Not everything that counts, can be counted”

”A university campus without humanities, is a quiet campus, a campus without a future”

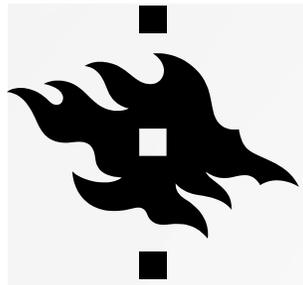
”The “**slowness**” of humanities as compared to “instant gratification of Google” is needed in order to consider questions about the universe”

- Mary Godwyn, 2009 :  
”Entrepreneurship is a tangible, practical manifestation of a liberal arts sensibility. It has economic ramifications that extend the ability of the entrepreneur to engage with social discourse-to develop and express personal identity by influencing the larger social context,”



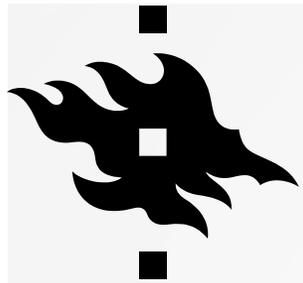
## ***EDMUND S. PHELPS, A NOBEL LAUREATE IN ECONOMICS:***

- "In other words, economies today lack the ***spirit of innovation***. Labour markets do not need only more technical expertise; they require an increasing number of **soft skills**, like the ability to think imaginatively, develop **creative solutions** to **complex challenges** and adapt to changing circumstances and new constraints."
- "That is what young people need from education. Specifically, students must be exposed to – and learn to appreciate – the modern **values associated with individualism, which emerged toward the end of the Renaissance and continued to gain traction through the early twentieth century. Just as these values fueled dynamism in the past, they can reinvigorate economies today.**"
- "**The humanities describe the ascent of the modern world.** Countries worldwide can use the humanities to develop or revive the economies that drove this ascent, while helping individuals to lead more productive and fulfilling lives."



## ***EDMUND S. PHELPS, DIRECTOR OF COLUMBIA UNIVERSITY'S CENTER ON CAPITALISM AND SOCIETY:***

- **"A necessary first step is to restore the humanities in high school and university curricula. Exposure to literature, philosophy, and history will inspire young people to seek a life of richness – one that includes making creative, innovative contributions to society. Indeed, studying the "canon" will do more than provide young people with a set of narrow skills; it will shape their perceptions, ambitions, and capabilities in new and invigorating ways."**

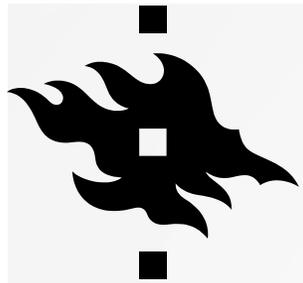


# HOW IS INNOVATION TAUGHT? - ON THE HUMANITIES AND THE KNOWLEDGE ECONOMY

“In the face of limited resources, administrators and policy makers are urged to invest more in science, engineering, and technology programs; meanwhile, liberal arts colleges are on their way to becoming an endangered species. But what might look like an inevitable market trend could itself have negative economic effects. Indeed, I argue in this article that the humanities play a determining role in producing not only the "right" kind of doctor, but also the entrepreneurs, engineers, and designers that make the American economy so productive. The reason, I suggest, is that the humanities provide students with the best opportunities for learning how to innovate.”

**See Stanford Tomorrows Professor Postings**

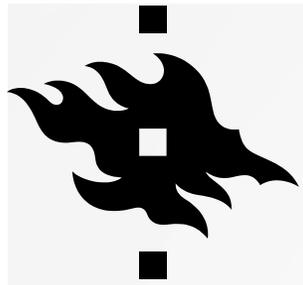
<https://tomprof.stanford.edu/posting/1019>



# **STAN EDELSTEIN, ASS. PROF. OF FRENCH AT STANFORD:**

**“To sum up: it is not that humanities disciplines are more innovative than their scientific counterparts:**

**it is simply that students are required to practice innovative thinking earlier on in their studies. Though there is a great difference in outcome between, say, a close reading of Balzac's Père Goriot and the development of a new software operating system, both rely on similar cognitive processes. And students will be exposed to these processes more often in humanities than in science or engineering classes.”**

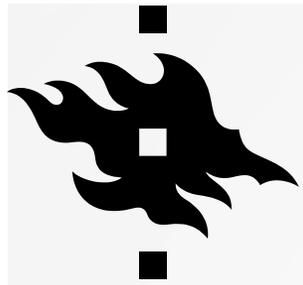


## STAN EDELSTEIN, ASS. PROF. OF FRENCH AT STANFORD:

“The second argument endorsing the importance of humanistic training comes from a physicist and an engineer. In a recent Forbes piece, Mark Mills and Julio Ottino (also the dean of Northwestern's Robert R. McCormick School of Engineering) made the case that the **government funding agencies ought to support "whole-brain" research** agendas, as opposed to the usual "left-brain" grant proposals.

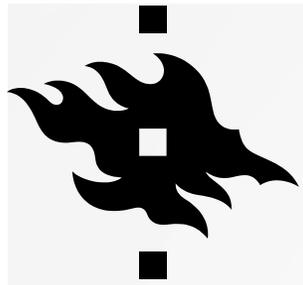
"Perhaps art, literature or music portfolios [should] become part of the science and engineering application processes," they propose.

Their reason? "Innovation [...] requires the attributes of the humanities found in right-brain thinking: **creativity, artistry, intuition, symbology, fantasy, emotions.**"



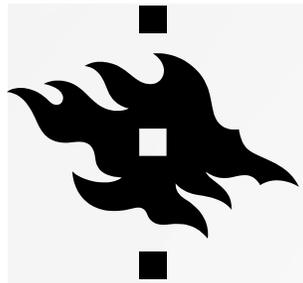
# JOSEPHINE HOEGAERTS, ASS. PROF OF EUROPEAN STUDIES, UNIVERSITY OF HELSINKI

- What looks like 'innovation' is quite often a new iteration of beliefs, ideologies and discourses with a **long historical narrative**
- The iterations are recognized through an explicitly humanistic historical lense
- SSH offer a critique of the paths toward innovation that are often taken for granted, or seen as 'natural'



# JOSÉ FILIPE SILVA, PROF OF MEDIEVAL PHILOSOPHY, UNIVERSITY OF HELSINKI

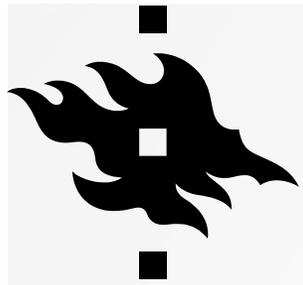
- Analyzing the fields of social science and humanities using “you-first” and “me-first” models
  - It’s easier for the disciplines to be in the “you-first” section (e.g. researching the moral of self-driving cars)
  - Social Sciences and Humanities’ difficulties in belonging to the “me-first” model due to technologies progressing at such fast pace and heavy investments in the so called hard sciences
  - It’s difficult to predict the next big thing regarding innovation so SSH have to be ready and willing to invest



# **VOLKER HEYD, PROFESSOR OF ARCHAEOLOGY, UNIVERSITY OF HELSINKI:**

**Whose Body is it Anyway? ‘Zeitgeist archaeology: conflict, identity and ideology at Prague Castle, 1918–2018’ (Nicholas J. Saunders, Jan Frolik & Volker Heyd)**

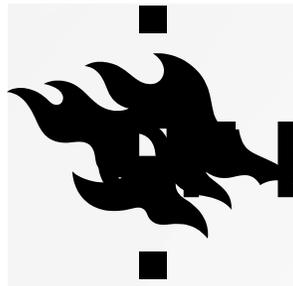
- Bringing the tools used by the discipline to understand our origins and identity (specifically important in the global world)
  - isotopes, ancient DNA, bio-anthropology and environmental sciences are intersected
  - constant push for the development of new ideas and techniques for getting smaller and thinner samples analysed



# **XENIA ZEILER, ASS. PROF OF SOUTH ASIAN STUDIES, UNIVERSITY OF HELSINKI:**

## **Video Games, Their Environments, Religion, and Value Systems Around the Globe (Xenia Zeiler, University of Helsinki)**

- Combining video games / other digital media genres with religion
- Research about how digital media interrelates with cultural practice and belief
- Regional cultural specifics play an important role in game development



# HOW VIDEO GAMES CAN BE USED FOR GEAR CAUSES:

- medicine: [http://www.usmedicine.com/2019-issues/july-2019/bergendahl-uses-video-gaming-to-help-fellow-veterans-recover/?fbclid=IwAR0d54Q-720-xKfkRXSufGgixG7T5\\_J72tTa6o5CXCFfaYxUmy2Q\\_TiJBjw](http://www.usmedicine.com/2019-issues/july-2019/bergendahl-uses-video-gaming-to-help-fellow-veterans-recover/?fbclid=IwAR0d54Q-720-xKfkRXSufGgixG7T5_J72tTa6o5CXCFfaYxUmy2Q_TiJBjw)
- arts / architecture / cultural heritage: [https://amp.businessinsider.com/notre-dame-cathedral-assassins-creed-2019-4?utm\\_content=buffer7bd59&utm\\_medium=social&utm\\_source=facebook.com&utm\\_campaign=buffer-insider-main&twitter\\_impression=true&fbclid=IwAR0kb\\_VMpJyktT2LANnXjrVeT4\\_6ICBYbJNYKJ51Uq0RAkzqWg\\_9h-R0bro](https://amp.businessinsider.com/notre-dame-cathedral-assassins-creed-2019-4?utm_content=buffer7bd59&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer-insider-main&twitter_impression=true&fbclid=IwAR0kb_VMpJyktT2LANnXjrVeT4_6ICBYbJNYKJ51Uq0RAkzqWg_9h-R0bro)
- creating awareness for the social issue of human trafficking: <https://www.savemissinggirls.com/missing-game-for-a-cause>.



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