Roundtable: Exploring Threshold Concepts in the Humanities: Challenges and Successes

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At the 2012 Threshold Concepts conference, a group of scholars gathered informally to discuss the challenges of exploring threshold concepts in the humanities. It had been noted in one session at the conference that, considering the volume of recent scholarship on threshold concepts, there had been relatively little exploration of threshold concepts in the humanities to date (Wuetherick and Loeffler, 2012). Considering the label given to many humanities disciplines as 'low consensus', perhaps this was not surprising. Cousins (2008, p. 263) argues that "threshold concepts are always epistemologically informed, which is why they are theorized as provisional, contestable, and culturally situated." It has been my experience that the 'low consensus' nature of humanities disciplines has resulted in less agreement among the academic staff I have worked with about what constitutes a threshold concept (if and when attempts have actually been made in the humanities to identify those concepts).

The number of scholarly contributions (at conferences and in publications) on threshold concepts in the humanities has increased in the past few years – and as one example, the group of scholars from the 2012 Threshold Concepts conference has committed to exploring the challenges and successes of threshold concepts in the humanities in a forthcoming special issue of *Arts and Humanities in Higher Education* – but does the challenge remain?

This roundtable invites conference participants, particularly those from humanities disciplines, to come together to share the challenges and successes they have experienced with exploring threshold concepts in their disciplines. In particular, the roundtable will explore the processes that have been used to identify threshold concepts in the humanities, and the perceived level of agreement within humanities disciplines about such threshold concepts (if such agreement was indeed necessary).