English Majoring After College (Histories and Futures of Higher Education)

Notes:

A. underlined dates are Hangouts with our Duke and Stanford course partners
B. Reading in Duke and Stanford courses is recommended as complementary

1. Wednesday January 8

Introduction to the course’s questions, readings, methods and partners

The 4 Questions:

- How has college been for you so far?
- What do English majors do with college?
- Is college now doing what you or society want it to?
- How should we change college education to help what comes after?

Reading of Duke and Stanford syllabi, discussion of partners: co-located courses at Duke and Stanford, Coursera MOOC on Higher Education, additional guests

Cathy Davidson, “How A Class Becomes a Community”

Chris Newfield, “Humanities Creativity in the Age of Online”

2. Wednesday January 15

What Happened to the (1) Knowledge Economy and (2) Public University?

Jennifer Egan, A Visit from the Good Squad esp chs 2, 5, 6

Reading Economic Charts: “Slow Income Growth for Middle America” (pre-2008); Median Net Worth; Exploring Income Inequality; “A Decade of Flat Wages”; “The Internet Economy Keeps Killing Us”; “In Climbing Income Ladder, Location Matters”

Cathy Davidson, Now You See It, chapter 6 (“The Changing Workplace”)

Christopher Newfield, “Apple’s Attack on the Knowledge Economy”

Christopher Newfield, Unmaking the Public University, chapters as follows:
Intro

Ch 1 (the post-war expansion being a socio-economic-cultural awakening of sorts)
Ch 5 (Gov Pete Wilson and the war on affirmative action)
Ch 6 (attacks on affirmative action as attacks on general development--blocking democratic meritocracy in favor of rank-meritocracy)
ch 7 (the "colorblind" university as supporting market stratification- “pseudointegration” as the end of the post-war developmentalist multiracial middle class expansion)

Narrative arc: (1) how the culture wars played the race card in universities to discredit egalitarian social development

Forming Writing-Research Groups (WRGs)


3. Wednesday January 22

The University, the Humanities, and Creative Industries (Post-70s Music Industry)

Egan, *A Visit from the Good Squad*, esp chs 7, 9, 11

Newfield, *Unmaking the Public University*, chapters as follows:

ch 8 (the business logic that makes arts & humanities majors second class in relation to STEM)
ch 13 (how humanities subsidies the sciences but we are told the reverse).

Conclusion (the university for all; general )

4. Wednesday January 29 (no class meeting)

Online Technology and Liberation Pedagogy

Davidson, Coursera MOOC Week 1; course runs continuously for 6 weeks

Davidson and Goldberg, *The Future of Learning in a Digital Age*, chs 1 and 2;

Isaacson, *Steve Jobs*, esp chs 1-3; also 4-18

5. Wednesday February 5

The Future of Learning (What Is Happening to the “Creatives”)

Cathy Davidson, *Now You See It*, Introduction, Chapters 3 and 7

Isaacson, *Steve Jobs*, chs 19-28

6. Wednesday February 12

Learning, Measuring, Rebelling, Inventing
7. Wednesday February 19

**Schooling and the Future of the Humanities**

*Ishiguro, Never Let Me Go* Parts 2-3
*Davidson, Now You See It* chs 5, 7
Laurent Cantet, *Entre les Murs (The Class)* (Film 2009)
See Davidson readings on the humanities

8. Wednesday February 26

**Thinking and Connecting (Beyond Rational Choice)**

Final Personal Capabilities Inventory
Project Planning

9. Wednesday March 5

**Creativity and Technology in Society**

Howard Reingold, *Net Smart*
Doris Sommer, TBD
*Davidson* and Goldberg, *The Future of Thinking*, ch 5

10. Wednesday March 12

**Synthesis: Learning and Working as Tools**

Personal and Group Project Planning

11. Wednesday March 19  FINAL PRESENTATIONS
REQUIRED BOOKS. DESK COPIES DESIRED

Davidson, Cathy N, *Now You See It* Viking 2011 0670022829

Egan, Jennifer, *A Visit from the Goon Squad* (Anchor, 2011) 0307477747


Rheingold, Howard. *Net Smart: How to Thrive Online.* (Mit Press, 2014). 0262526135

REQUIREMENTS

1. Participation and Exercises in Class Discussion and in Writing-Research Groups (60%) WRGs will be explained during the first week.

2. Final project (40%) Due Monday December 10, noon: to be presented during the finals session. Topics and Format to be discussed and decided in seminar