

English 197 Winter 2014  
South Hall 2617  
Office: South Hall 2517

Prof. Chris Newfield  
Wednesday 12:30-14:50  
Office hours: W 17:00-18:00 and by appt

## 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"  
<https://www.hastac.org/book/export/html/107536>

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)

Decisions about convergence of methods with Duke & Stanford partners.

### 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 subsidizes 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**

**Davidson**, *Now You See It* ch 4  
**Isaacson**, *Steve Jobs* chs 24-42  
**Ishiguro**, *Never Let Me Go* Part 1

**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)**

David **Palumbo-Liu**, *The Deliverance of Others*, Preface, Intro, chapter 3.

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) 0307477477

Ishiguro, Kazuo, *Never Let Me Go* (New York: Vintage International, 2006). 1400078776

Isaacson, Walter, *Steve Jobs* (Simon & Schuster 2011) 1451648537

Newfield, Christopher, *Unmaking the Public University: The Forty-year Assault on the Middle Class* (Cambridge, Mass: Harvard University Press, 2011). 0674060369

Palumbo-Liu, David *The Deliverance of Others: Reading Literature in a Global Age* (Durham; London: Duke University Press, 2012). 0822352508

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**