

NEW SCHOOLS

ENG 574 / HIS 591 / HOS 591 / HUM 574.

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Jeff Dolven

"New Schools" surveys experiments in para- and counter-institutional higher education over the last century, from Black Mountain to Outer Coast to Deep Springs. Why do experimental schools arise, flourish, fossilize, fail? What are the epistemic, social, and political implications of departures from pedagogical norms? How have new kinds of teaching and learning drawn on (and contributed to) new understandings of nature and culture? We approach these innovative schools as historians, critics, teachers, and students; we will study their records and test their methods. The seminar responds both to the contemporary crisis of opportunity in higher education and to the perpetual call for new ways to teach and learn.

Week 1: Introduction –

Leanne Betasamosake Simpson, "Land as Pedagogy: Nishnaabeg intelligence and rebellious transformation," *Decolonization: Indigeneity, Education, & Society* 3, no. 3 (2014): 1-25.

Jonathan Lear, *A Case for Irony* (Cambridge, MA: Harvard University Press, 2011), pp. 1-41.

PART I: Received Wisdom

Week 2: Sources and Authority

Plato: *Meno*; *Protagoras*, excerpts (317e-328d, on teaching virtue); *Republic*, excerpts from Book II-III (367d-417b, on the polis and on imitation and arts), IV (419-445b, on the city and the soul), VI-VII (486d-341b, on sophistry, and the allegory of the cave).

Isocrates: *Antidosis*, in *Isocrates I*, tr. David C. Mirhady and Yun Lee Too (Austin: University of Texas Press, 2000), pp. 201-264.

Bernard Stiegler, *Taking Care of Youth and the Generations* (Stanford: Stanford University Press, 2010), pp. 1-93.

Judy Chicago (and others), "Womanhouse" (take a look at the primary sources listed below; watch the 40-minute film): <https://judychicago.arted.psu.edu/about/onsite-archive/teaching-projects/womanhouse/>

Week 3: Nature / Mind / Survival

John Locke: *Some Thoughts Concerning Education*, §31-99 and §147-216; *Of the Conduct of the Understanding*, §1-7.

Jean-Jacques Rousseau: *Emile*, tr. Allan Bloom (New York: Basic Books, 1979), Books I and II (pp. 37-164) and part of Book IV (pp. 211-257).

Julie L. Davis, *Survival Schools: The American Indian Movement and Community Education in the Twin Cities* (Minneapolis: University of Minnesota Press, 2013), focus on chapters 1-4.

This week we will have a visit from Dr. Matthew Spellberg, dean of "Outer Coast," a post-secondary learning community located on Lingít Aaní, the ancestral home of the Tlingit peoples (in Sitka, Alaska).

Week 4: Democracy / Pragmatism / Method

John Dewey, *Democracy and Education* (New York: Macmillan, 1916), familiarize yourself with the book, focusing on a closer read of chapters 6 ("Education as Conservative and Progressive"), 7 ("The Democratic Conception in Education"), and 24 ("Philosophy of Education").

Danielle Allen, *Education and Equality* (Chicago, University of Chicago Press, 2016), read chapters 1 and 2 ("Two Concepts of Education" and "Participatory Readiness").

Laurence R. Veysey, *The Emergence of the American University* (Chicago: University of Chicago Press, 1965). This is a classic text. Read all (efficiently).

Henry Cowles, *The Scientific Method: An Evolution of Thinking from Darwin to Dewey* (Cambridge, MA: Harvard University Press, 2020), chapter 7 "Laboratory School."

"The Oakland Community Learning Center (1977)," episode of the PBS/WGBH youth show *Rebop*: <https://www.youtube.com/watch?v=9dYsjDqUdr0&t=82s>

Week 5: Ignorance / Equality / Emancipation

- Jacques Rancière, *The Ignorant Schoolmaster* (Stanford: Stanford University Press, 1991).
- Paulo Freire, *Pedagogy of the Oppressed* (New York: Bloomsbury, 2018 [1970]).
- John Carson, *The Measure of Merit: Talents, Intelligence, and Inequality in the French and American Republics, 1750-1940*, read PART III, "Merit, Matter, and Mind."
- Jamie Cohen-Cole, *The Open Mind: Cold War Politics and the Sciences of Human Nature* (Chicago: University of Chicago Press, 2014), read chapters 1-4 ("Democratic Minds for a Complex Society," "The Creative American," "Interdisciplinarity as a Virtue," and "The Academy as a Model of America").
- C.L Barber et al., *The New College Plan: A Proposal for a Major Departure in Higher Education* (Amherst, MA: NP, 1958), skim, with a focus on the first dozen pages:
<https://sites.hampshire.edu/ctl/files/2014/07/NewColl.pdf>

Week 6: Resistance / Transgression / Situation

- bell hooks, *Teaching to Transgress: Education as the Practice of Freedom* (New York: Routledge, 1994).
- Stefano Harney and Fred Moten, *The Undercommons: Fugitive Planning and Black Study* (Brooklyn, NY: 2013), pp. 1-99.
- Howard Singerman, *Art Subjects: Making Artists in the American University* (Berkeley: University of California Press, 1999).
- Thomas Hirschhorn, *Gramsci Monument* (New York: Dia Foundation, 2015), peruse the full volume, but read the section entitled "Fieldwork," pp. 35-90.

m i d t e r m b r e a k

(PART II: "Cases" will start with two weeks on Black Mountain, with student presentations to follow)