**Introduction**

From the University of Phoenix to the recent Berkeley teach-in, the "culture wars" now seem like a shell game. For a quarter century, we have been distracted by reactionary protests to modest and long overdue expansions in our cramped conceptions of "the best of what has been thought and said." And, to be sure, somewhere someone is still complaining about tenured radicals and profscams. Meanwhile, though, beneath the shells, the very meanings of "tenure" and of "professor" have changed. Tenure-stream faculty now account for about a third of the teaching corps in universities and the work of the professoriate has undergone a radical transformation. Teaching and learning have been profoundly altered with the increasing vocationalization and commercialization of higher education. The time has come (again) to try to understand what the university has been, has come to be, and might still be. In this discussion seminar, we will together work through a number of recent diagnoses of the condition of the contemporary university.

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**Schedule**

1. **(January 21) Introduction**
   - **Recommended:** Katz, "Liberal Education on the Ropes" [*]

2. **(January 28) Histories I**
   - Kimball, *Orators and Philosophers*, Chaps. I-III. [$]
   - Oakley, *Community of Learning*, pp. 3-24 & 39-58. [$]
   - **Recommended:** Haskins, *The Rise of the University* [*]

3. **(February 4) Histories II (with Tim Cain)**
   - Kimball, *Orators and Philosophers*, Chaps. IV-V.
   - Carnochan, *The Battleground of the Curriculum*, Chap. III. [$]

4. **(February 11) Histories III**
   - **Reading:**
     - Kimball, *Orators and Philosophers*, Chaps. VI-VII.
   - **Presentation:** Verene, *The Art of Humane Education*

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**Total postsecondary instructional workforce, by type**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time, tenure-track faculty</td>
<td>429,668</td>
<td>27</td>
</tr>
<tr>
<td>Full-time, non-tenure-track faculty</td>
<td>234,309</td>
<td>15</td>
</tr>
<tr>
<td>Part-time/adjunct faculty</td>
<td>581,185</td>
<td>37</td>
</tr>
<tr>
<td>Graduate employees</td>
<td>329,523</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>1,574,685</td>
<td>100</td>
</tr>
</tbody>
</table>

U.S. Department of Education, NCES, 2007 Fall Staff Survey

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**Course Texts:** $=purchase book (copies on reserve in education library); *=on moodle (enrollment key=eps500crh); obtain presentation books on own (some are on reserve); DS=discussion starter
5. **(February 18) Histories IV**

- **Reading:**
  - Oakley, *Community of Learning*, Chaps. III-V.
  - Carnochan, *The Battleground of the Curriculum*, Chaps. VI-IX.

- **Presentations:**
  - Matthew Arnold, *Culture and Anarchy* (1867-8) [*] [MC]
  - Alexander Meiklejohn, *The Liberal College* (1920) [*] [Kevin]

- **Further Reading:**
  - Clark Kerr, *The Uses of the University* (1963)

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**Further Reading on the History of Higher Education**

**Origins of the University**

Ridder-Symoens, Hilde de (Ed.). *A History of the University in Europe: Volume 1, Universities in the Middle Ages*. Walter Ruegg (gen. ed.)


**European University**


**General Histories of American Higher Education**


**Specific Angles on U.S. Higher Ed History**


**Primary Documents**


PART II — LABOR, LEISURE, AND FREEDOM: KEY CONCEPTS IN THE PHILOSOPHY OF LIBERAL LEARNING

6. (February 25) An Enduring Superstition
   - Reading: Dewey, Democracy and Education, chaps. 19 & 23. [*] [DS=Lucinda]
   - Presentations:
     - Hutchins, The Higher Learning in America (1936) [*] [Kevin]

7. (March 4) A Defense of Leisure
   - Required: Pieper, "Leisure, The Basis of Culture" [$] [DS=Greg]
   - Recommended: Pieper, "The Philosophical Act"
   - Further Reading:
     - Alasdair MacIntyre, God, Philosophy, Universities
     - MacIntyre, Three Rival Versions of Moral Enquiry

8. (March 11) Negative and Positive Freedom
   - Required: Berlin, "Two Concepts of Liberty" [*]
   - Recommended:
     - MacCallum-"Negative and Positive Freedom" [*]
     - Taylor-"What's Wrong with Negative Liberty" [*]
     - Skinner-"A Third Concept of Liberty" [*]
   - Presentation: Keeney, Liberalism, Communitarianism, and Education [Linda]

9. (March 18) The Gift of an Interval
   - Required: Oakeshott, "A Place of Learning" [*]
   - Recommended:
     - Oakeshott, "The Voice of Poetry in the Conversation of Mankind" [*]
     - Oakeshott, "The Idea of a University" [*]
   - Presentations:
     - Jaspers, The Idea of the University [Laura]
     - Kronman, Education's End [Stephanie]
   - Further Reading:
     - Arcilla, Mediumism
     - Williams, Education and the voice of Michael Oakeshott
     - Denby, Great Books

<Spring Break>

PART III — PROFESSIONALIZATION, SPECIALIZATION, AND INTELLECTUAL LIFE

10. (April 1) Humane Learning
    - Reading:
      - Nietzsche, "Schopenhauer As Educator"[*] [DS=MC]
      - Arrowsmith, "The Shame of the Graduate Schools", "Graduate Study and Emulation" & "The Future of Teaching" [*] [DS=Laura]
Presentations:
- Wilshire, *The Moral Collapse of the University* [Ryan]

Further Reading:
- Snow, *The Two Cultures*
- Kagan, *The Three Cultures*

11. (April 8)  Figures of the Intellectual (with Bill Cope and Michael Peters)

Reading:
- Said, *Representations of the intellectual*, chap. 1 [*] [DS=Stephanie]
- Sedgwick, "Queer and Now" [*] [DS=Sophia]

Presentations:
- Fish, *Save the world on your own time* [Greg]

Further Reading:
- Jacoby, *The Last Intellectuals*
- Damrosch, *We Scholars*
- Paulson, *Literary Culture in the World Transformed*
- McGann, *Radiant Textuality: Literature after the World Wide Web*
- Paulson, *Literary Culture in the World Transformed*

PART IV—WHAT HAS THE UNIVERSITY BECOME?

12. (April 15)  The University of Excellence (with Rashid Robinson)

Reading:
- Readings, *The University in Ruins*, chaps. 2, 8, and 11 [*] [DS=Dave]

Presentations:
- Tuchman, *Wannabe U: Inside the Corporate University* [Derek]
- Newfield, *Unmaking the Public University* [Lucinda]

13. (April 22)  Political Economy of Higher Education

Required:
- Kirp, "This Little Student Went to Market" & Nelson, "Corporate University" [*] [DS=Derek]
- Donoghue, *The Last Professors*, chaps. 1 & 5 [*] [DS=Linda]

Recommended:
- Miyoshi, "Ivory Tower in Escrow" [*]
- Bousquet, "The Waste Product Of Graduate Education"[*]

Presentations:
- Washburn, *University, Inc.: The Corporate Corruption of Higher Education* [Dave]
- Bousquet, *How the University Works* [Sophia]

Further Reading:
- Veblen, *The Higher Learning In America*
- Kirp, *Shakespeare, Einstein, and the Bottom Line*
• Bok, *Universities in the Marketplace*
• Slaughter and Rhoades, *Academic Capitalism and the New Economy*
• Ruch, *Higher Ed, Inc.: The Rise of the For-Profit University*
• Tierney, *Understanding the Rise of For-Profit Colleges and Universities*
• Waters, *Enemies of promise*

14. (April 29) **Towards an Ethnography of Academia** (with Nancy Abelmann)

**Recommended:**
- Undergraduate Life
  1. Edmundson, "Liberal Learning... As Lite Entertainment for Bored College Students"
  2. Lisa Kijewski’s Letter to the Editor in response to Edmundson essay
- Graduate School
  1. Benton, "Is Graduate Study a Cult?"
  2. McClintock, "Thoughts on Graduate Study"
- Professorhood:
  1. Tompkins, Life in School (excerpt)
  2. Schubert, "Reward and the Hidden Curriculum of Academe"

**Presentations:**
- Sperber, *Beer and Circus*  
  [Derek]
- Cultural Literacy at UIUC  
  [Cultural Literacy Study Group]

**Further Reading:**
- Ethnographies of Undergrad life:
  1. Moffatt, *Coming of age in New Jersey*
  2. Nathan, *My Freshman Year*
- Novels about academia
  1. Kingsley Amis, *Lucky Jim*
  2. Richard Russo, *Straight Man*

***EUI Student Conference (3-8 PM)***

15. (May 6) **The Experimental College Tradition** (with Tim McDonough)

**Screening:** Cathryn Zommer (dir.) *Fully Awake: Black Mountain College*

**Recommended:**
- Botstein, "The Curriculum and College Life" [*]

**Further Reading:**
- Meikeljohn, *The Experimental College* [*]
- Duberman, *Black Mountain: An Exploration in Community*
- Trow, *Habits of Mind: The Experimental College Program at Berkeley*
- Levine, *Powers of the Mind*

**Presentations:**
- Reagan, *Non-Western Educational Traditions*  
  [Anderson]
REQUIREMENTS:

2-hours
1. Discussion starter presentation [≈10 minutes] (a brief overview of the key points of one of the common readings; distribute outline)
2. Book presentation [30 minutes] (read one of the extra books; hand out outline; teach don't read during presentation; hand in 2500 word précis on book)
3. Small Contributions to a "Past, Present, and Future of the University" page on Study Place (http://www.studyplace.org/wiki/Welcome_to_StudyPlace) to be discussed.

4 hours:
1. Discussion starter presentation [≈10 minutes] (a brief overview of the key points of one of the common readings; distribute outline)
2. Book presentation [30 minutes] (read one of the extra books; hand out outline; teach don't read during presentation; hand in 2500 word précis on book)
3. Significant Contributions to a "Past, Present, and Future of the University" page on Study Place (http://www.studyplace.org/wiki/Welcome_to_StudyPlace) to be discussed.
4. Second Book Presentation (as above) or a 4000 word essay on a topic of your choice.

ETHNOGRAPHY OF THE UNIVERSITY INITIATIVE
This class is affiliated with the Ethnography of the University Initiative (EUI) (http://www.eui.uiuc.edu/index.html). Students are encouraged to bring this course home by undertaking a study (of the talk and the walk, living and learning, base and superstructure) on our own campus, to present their work at EUI's annual conference, and to make use of EUI's IDEALS database.

BIBLIOGRAPHY


Damrosch, David. We Scholars: Changing the Culture of the University. Cambridge, MA: Harvard University Press, 1995.


Explicit Curriculum. The explicit curriculum constitutes the program’s formal educational structure and includes the courses and field education used for each of its program options. The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master’s programs. The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program’s specified criteria. In the last 10 years, how many total years of foreign skilled work experience do you have? It must have been paid, full-time (or an equal amount in part-time), and in only one occupation (NOC skill type 0, A or B). Select None or less than a year 1 year 2 years 3 years or more. Do you have a certificate of qualification from a Canadian province, territory or federal body? Note: A certificate of qualification lets people work in some skilled trades in Canada. Do you or your spouse or common law partner (if they will come with you to Canada) have at least one brother or sister living in Canada who is a citizen or permanent resident? Note: to answer yes, the brother or sister must be: 18 years old or older.

Index performance for S&P 500 INDEX (SPX) including value, chart, profile & other market data. Learn More. Spx:ind. S&p 500 index. 3,913.10 USD. -2.36 -0.06%. Market Closed. As of 03/19/2021 EDT. The S&P 500 Earnings Per Share measures the composite earnings per share for the S&P 500. This metric comes from Standard & Poors, and gives an idea of the overall EPS earned from the major US companies. EPS numbers experienced tumultuous times during the financial crisis in 2008. S&P 500 EPS reached as low as -23.25, when many companies were not able to return a profit. S&P 500 Earnings Per Share is at a current level of 32.98, up from 17.83 last quarter and down from 33.99 one year ago. This is a change of 84.97% from last quarter and -2.97% from one year ago. Report.