HIST 585-2: Special Topics in History
(cross-listed with CPLT 751-2/ENG 789-5/PHIL 789-2)

Topic: Against Culture/For Education

Instructor	Day(s)	Time(s)	Maximum Enrollment
Gilman and Goodstein	TU	1:00 – 4:00 pm	12

Semester Description:

Inspired by the contemporary "crisis of the humanities," this course will explore the trajectories of educational visions and cultural ideals in western modernity after the Enlightenment. Tracing a genealogy from Humboldt to the present and paying special attention to critics at the previous fin de siècle who questioned the institutionalization and professionalization of education in the modern research university, we will address the cases for and against education as an instrument of democratization and cultural progress. We will also examine efforts to overcome or resolve the conflicts between individual and collective in modernity through alternative visions of education as a pursuit of worldly knowledge in literary *Bildungsromane*. This course is open to graduate students and advanced undergraduates.

Required Textbooks, Articles, and Resources (may include):

1. Hannah Arendt, "Crisis in Education" (1954).

2. Matthew Arnold, Culture and Anarchy (1869).

3. John Dewey, School and Society (1899).

4. W.E.B. DuBois, Souls of Black Folks (1903).

5. Sigmund Freud, Civilization and Its Discontents (1929).

6. Wilhelm von Humboldt, On Public State Education (1792).

7. Maria Montessori, Pedagogical Anthropology (1913).

8. John Henry Newman, The Idea of a University Defined and Illustrated (1852).

9. Friedrich Nietzsche, Anti-Education (1869).

10. Georg Simmel "The Concept and Tragedy of Culture" (1911).

11. Lionel Trilling, Sincerity and Authenticity (1972).

12. Max Weber, "Science as a Vocation" (1922).

13. Oscar Wilde, "The Decay of Lying" and "The Truth of Masks" (1891).

Grading:

Evaluation will be based on weekly short response papers circulated to the group for discussion and a substantial final essay based on original research.