

Duke Talent Identification Program

Summer Studies Program 2018

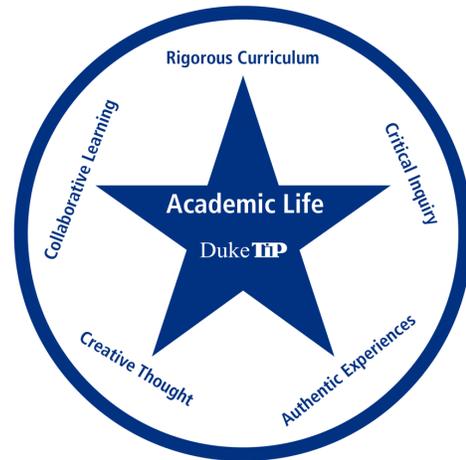
History of the Future

Site: Duke University East Campus

Term: 1

Instructor: Lucy Britt (lcb41@tipster.duke.edu)

TA: Shelly Vallone (mev15@tipster.duke.edu)



Course Description:

Study the origins of futurism and examine how societies attempt to predict the future despite uncertainty. Draw upon the disciplines of history, political science, sociology, and information technology to investigate current trends in these fields and discover the possible contours of tomorrow's global society. Trace the cultural assumptions that underlie failed predictions such as flying cars, household nuclear power, lunar colonies, and the eradication of poverty. Investigate the social, political, and scientific limitations that prevented their emergence. Examine current predictions about climate change, developing nations, international resource conflicts, overpopulation, debt, and the future of democracy.

This course is about times when societies have predicted the future. For each prediction of the future we study in this course, we will be asking the following questions:

1. What social, political, cultural, and economic conditions at the time of the prediction contributed to this prediction of the future? What does this prediction show us about the time in which it was made?
2. What assumptions about time and history – past, present, and future – were the predictors making?
3. Why did this prediction come true or fail to come true?
4. What can this prediction tell us about our past, present, and future?
5. What is the role that futurism has played in the development of our political, economic, social, and cultural worlds?

Required Texts:

Corn, Joseph J. & Brian Horrigan. *Yesterday's Tomorrows: Past Visions of the American Future*.

Baltimore, The Johns Hopkins University Press, 1996.

Plato. *Republic*. 2nd Edition. Translated by G.M.A. Grube, revised by C.D.C. Reeve. Indianapolis: Hackett Publishing Company, Inc., 1992.

Course Objectives:

After completing this course, students should have:

1. Improved their critical thinking and analytical skills

2. Developed strategies for academic essay writing, verbal presentation, teamwork, and respectful engagement in a dynamic classroom
3. Learned how to develop a research question, research a topic in an academic library and navigate academic research tools to find primary and secondary resources, and collaborate with teammates to research and formally present a topic (including using formal citations)
4. Come to an individual understanding of the ways in which historians and laypeople think about history, the present, and the future
5. Learned about social, political, cultural, and economic phenomena relating to predictions of various societies' futures
6. Created their own predictions for our future

Assignments and Evaluation:

This course is divided into units, each of which covers a different historical prediction of the future. Each unit corresponds to one day of instruction.

1. The quality of our course, as well as how fun it is, depends on *student participation*. We will set ground rules together for respectful and productive participation, but everyone will be expected to contribute to other students' learning by speaking up in class in a respectful and collaborative way. This course requires your engagement and participation in each class meeting. Participation is earned by speaking up respectfully and collaboratively in class. If you are comfortable speaking up in class, please help others participate by engaging in dialogue and being mindful about letting others speak. If you are uncomfortable speaking up in class, please consider this section an opportunity to grow and push yourself to contribute to the discussion – and come chat with me if you are having trouble participating. Your participation evaluation will rely on both subjective and objective measures. Objective measures include attendance, timeliness, and possession of readings. Subjective measures include my evaluation of your activity in the classroom, including:

- asking questions and making observations which demonstrate that the reading assignments have been completed
- asking questions and making observations which demonstrate that you are listening to others
- accurately and concisely summarizing others' arguments
- charitably evaluating the strengths and weaknesses in others' arguments
- recognizing one's own assumptions and biases
- making positive contributions to help move the conversation forward
- thoughtfully responding to the ideas offered by your classmates, the authors we read, and/or me.

2. We don't have any grades here at Duke TIP, but students will work on class assignments that focus on student initiative and ownership of learning. Students will keep a *daily journal* in which they will write in-class exercises and reflections. Journal entries should be a minimum of two single-spaced pages, and should be written legibly. Journals will be evaluated on content, not on a perceived correctness of the student's thoughts or on writing and grammatical style choices.

3. Additionally, students will work throughout the term on creative *final group projects* in which they present their own futuristic predictions, integrating their knowledge of past societies' predictions of the future. This project will involve one of the following, to be chosen together by the group: film, podcast, or website, as well as a group presentation of the final project. Groups will be assigned by the instructor, and there will be time for you to work on your projects throughout the term. The film, podcast, or website will be a presentation of a creative futurist prediction of your own and the presentation will be an opportunity for you to show your work to the class.

4. Students will also create an empirical *final individual paper*. This will be an 5-8 page empirical research exploration of a past utopian or dystopian prediction of the future. Further guidelines for the paper, including the prompt and expectations, can be found on the Google Drive in the document called "Final Paper Prompt."

If you are having trouble understanding the course material, participating in class, developing effective studying or note-taking habits, or completing the course assignments, please speak with me – earlier rather than later – so that we can figure out how to make your experience at Duke TIP a success.

Technology policy

Studies show both that electronics detract from learning and participation and that the brain processes handwritten notes more easily. We will use technology as a tool for group projects and occasional exercises, but not during class unless I ask you to take out your devices.

- *Laptops, tablets and e-readers* will be allowed in class for reading PDFs of class readings or research materials, but not for answering emails or using the internet.
- *Cell phones* should be silenced and out of reach during class time unless they are being used in the designated group project time to work on recording film or video for a group movie or podcast or unless the instructor asks students to listen to audio during class for an exercise.

Academic Integrity

Plagiarism, or submitting someone else's words or ideas as if they were your own and/or without proper citation. This includes quoting or paraphrasing someone else's work without citing a page number (with a full citation later in the document), using pre-written essays sold online and submitting it as your own work, or submitting someone else's work as your own.

You should cite every source you reference in your final project. We will go over proper citation methods and you will have the option to use a free citation software, Zotero, to begin to prepare for good research organizational skills in college. You can use either Chicago, APA, or MLA citations in your work.

Course Outline/Daily Itinerary

1. Monday, 6.11 – Course Introduction and Utopian/Dystopian Thinking

Morning: introduction to course and syllabus and assignments, icebreakers, building classroom contract, introduction to journals, podcast notetaking exercise, Disney's Carousel of Progress

Afternoon: reading from *Yesterday's Tomorrows*, utopia/dystopia-building: Plato's *Republic*, "Transcendental Wild Oats" and discussion of Fruitlands, Monica Byrne's "Instructions for the Age of Emergency"

Evening Study: journal/exit ticket/TA-led activity

2. Tuesday, 6.12 – Religious Predictions of the Future: Prophecy, Messianic Thought, Apocalypse, and the Afterlife

Morning: apocalyptic and eschatological thinking, definitions in the study of religion, "how to read critically" activity, Biblical text (Book of Ezekiel Chs. 1, 2, and 40-48) Quranic text (surah 74), small group discussions, cargo cults (excerpts from *Mambu: A Melanesian Millenium*, Kenan Burridge)

Afternoon: Joseph Smith's prophecies, JM Coetzee *Diary of a Bad Year* excerpt on the afterlife, Egyptian Book of the Dead, journal

Evening Study: exit ticket, listen to Freakonomics "Is the World Ready for a Guaranteed Basic Income?" episode, discuss with a partner

3. Wednesday, 6.13 – Industrialization, Capitalism, Communism

Morning: *Metropolis* clips, lecture on Marx, Marx's *Communist Manifesto*, class-wide debate on Universal Basic Income, journal

Afternoon: Introduction to scholarly research, trip to Lilly library to begin research on individual paper (students will make a list of books they would like from Perkins and we'll check them out for them for next time)

Evening Study: exit ticket, Zotero citation software tutorial, organize final paper research from afternoon

4. Thursday, 6.14 – European Renaissance and Enlightenment Futures

Morning: field trip to the Nasher Art Museum

Afternoon: library research, write outline for paper, academic class t-shirt creation

Evening Study: process check, journal/exit ticket/TA-led activity, organize notes from final project research if necessary

5. Friday, 6.15 – Feminism, Gender, and Social Change

Morning: gender and sex lecture, Judith Butler's *Gender Trouble*

Afternoon: trans politics discussion, reading (Heath Fogg Davis 2014, "Sex Classification Policies as Transgender Discrimination: an Intersectional Critique"), discussion, journal, exit ticket

6. Saturday, 6.16 – Totalitarianism and Difference

Morning: "A Class Divided" (Frontline), Hannah Arendt lecture, *Eichmann in Jerusalem*, exit ticket, journal

--collect journals for check--

7. Monday, 6.18 – Race and Social Change

Morning: the politics of race lecture, how to read an empirical political science article, readings (Acharya et al., “The Political Legacy of American Slavery” and Bonilla-Silva and Deitrich 2009, “The Latin Americanization of U.S. Race Relations: A New Pigmentocracy”), *Slate.com*’s Black Monuments Project
Afternoon: library research for final project, team assignment, meet with teams, begin sketching out your film, podcast, or website plan
Evening Study: journal/exit ticket/TA-led activity

8. Tuesday, 6.19 – Cities of the Future

Morning: “Communities of the Future” chapter from *Yesterday’s Tomorrows*, urban planning (Jane Jacobs, Le Corbusier), clip from *Urbanized* documentary, discussion of futuristic city planning in Brasília (Brazil), Arcosanti, deaf urban planning and inclusive city spaces Vox clip and discussion
Afternoon: field trip to downtown Durham to explore urban spaces and urban planning themes, reflections on field trip findings
Evening Study: journal/exit ticket/TA-led activity

9. Wednesday, 6.20 – Self-Driving Cars

Morning: Citylab “The Self-Driving Dilemma” article, discussion on impacts on cities, TED-Ed video, lecture on the trolley problem and utilitarian ethics, group activity on the ethics of autonomous vehicles
Afternoon: individual component of group project writing time, team meetings
Evening Study: journal/exit ticket/TA-led activity

10. Thursday, 6.21 – Communication Technology

Morning: Excerpts from *Infinite Jest* (predicting FaceTime, critiquing digital communication culture), clips from Star Trek and Star Wars predicting communication technology, collaborative group writing project and video/discussion about Y2K 10:45-12:00 with Business of Being a Writer class
Afternoon: individual project, group project work
Evening Study: journal/exit ticket/TA-led activity, process check

11. Friday, 6.22 – Out of this World

Morning: *A Trip to the Moon* film, analysis of David Bowie’s futurisms, Elon Musk’s predictions of space colonization, journal, time capsule
Afternoon: individual paper, group project, exit ticket

12. Saturday, 6.23 – Biopolitics and Power

Morning: mini-lecture on biopolitics, Foucault excerpts, *The Handmaid’s Tale* clips, discussion of *Handmaid’s Tale*, *Gattaca* clips - DNA and state power, facial recognition/retinal scans and data privacy, journal, exit ticket, 1 hour of individual paper work
--collect journals for check--

13. Monday, 6.25 – Nuclear Power, Nuclear War

Morning: mini-lecture on nuclear technology, class debate on ethics of nuclear energy, *Dr. Strangelove: Or How I Learned to Stop Worrying and Love the Bomb* clips

Afternoon: nuclear war simulation with Game Theory class

Evening Study: journal/exit ticket/TA-led activity/reflect on what they learned in simulation, have them write their own position on what the US should do regarding North Korea, individual paper work (50 minutes)

14. Tuesday, 6.26 – Climate Change

Morning: TA lecture on climate change, guest speaker on fiscal and social impacts of climate change on Virginia's coast, group mini-presentation on climate change predictions and ethics, journal

Afternoon: exit ticket, finishing up film/podcast/website, student review of rubric with instructor/TA, finishing/editing/revising papers

Evening Study: exit ticket, continue working on group project

15. Wednesday, 6.27 – Time Travel

Morning: Stephen Hawking clips on time travel, discussion of time travel logic puzzles and paradoxes, writing exercise on time travel

Afternoon: student course evaluations, group project work (including putting together presentations, if applicable)

Evening Study: exit ticket, start *Black Panther*

--collect journals for check--

16. Thursday, 6.28 – Robot Takeover! Artificial Intelligence

Morning: *2001: A Space Odyssey* clip, *Her* film clips and discussion – are computers human?, AI guest lecture and discussion, Donna Haraway's "A Cyborg Manifesto" and discussion of cyborg identity

Afternoon: Field trip to Eno River - finding signs of ecological change and human influence (switched from Tuesday afternoon due to weather)

Evening Study: process check, finish *Black Panther*

--collect essays to read and provide feedback on--

17. Friday, 6.29 – Afrofuturism

Morning: Afrofuturism and colonialism mini-lecture and seminar, discussion of *Black Panther*, cultural representation, and Rwandan politics, exit ticket, journal

Afternoon: student review of rubric with instructor/TA (45 minutes), final presentations (60 minutes)

18. Saturday, 6.30 – Parent Conferences

Morning: parent conferences