"Post-Discipline" is a sociological account of North American literary studies and contemporary literature after the institutionalization of high theory and, subsequently, the deterritorialization of literary pedagogy: its escape or departure from the literature classroom. While literature departments in North America have experienced decreasing student enrollments, budget cuts, and program closures since the end of the Cold War, the study of literature has flourished in schools of professional education. Since the 1970s, business schools, medical schools, and law schools have started to emerge as new sites for literary pedagogy, investing in courses, degree-granting programs, and institutes that promised to draw productive links between reading literature and professional practice. Beyond mere interdisciplinarity, which coordinates or synthesizes the terms, methods, and objects of different and equal disciplines, what these programs imagine ushering in is the era of the post-discipline: a time when the value of literature may be more accurately recognized and strategically defended by people and institutions untainted by the specialized techniques, expert discourses, and career credentials that distinguish literary scholars as professional readers and writers. The first half of the book examines how these programs attempt to cultivate liberal humanist values that they believe transcend the specialized discourses of both literary studies and the professional schools: the advancement of moral leadership for MBA students, future bankers, managers, entrepreneurs, and CEOs (Chapter 1: "Reading for Action"); the development of empathy for medical students, future physicians, and hospital administrators ("Chapter 2: Reading for Empathy"); and the rehabilitation of virtuous self-conduct for law students, future lawyers, judges, and politicians ("Chapter 3: Reading for Virtue"). The second half of the book considers how contemporary literature has responded to the deterritorialization of literary pedagogy by resurrecting, or retooling, certain romantic and resistant fantasies of literary study: literary study as comparative philology in contemporary novels (Chapter 4: "Mere Reading"); literary study as too close reading in short stories (Chapter 5: "Too Close Reading"); and literary study as cultural adjudication in non-scholarly or "public intellectual" literary discourse (Chapter 6: "Not Reading").

Recommended Reading

PUBLIKATIONEN AUS DER FELLOWBIBLIOTHEK

Emre, Merve (s.l.,2019)
Post-disciplinary reading and literary sociology
https://kxp.kiopplus.de/DB=9.663/PPNSET?PPN=1725372797

Emre, Merve (London,2019)
On the dizzy edge
https://kxp.kiopplus.de/DB=9.663/PPNSET?PPN=1725363046

Reading as feeling
https://kxp.kiopplus.de/DB=9.663/PPNSET?PPN=1725368463