I. Education

1. Education and Order theory

1. socialization: norms and values

2. knowledge base and skills necessary for entering workforce

3. selection function: evaluation and assessment

B. Education and Conflict theory

1. socialization as social control

a. obedience

b. respect for authority

c. early public education

2. knowledge filter: exclude “deviant” knowledge

3. reproduces inequality

4. threat to powerful

C. Education in America 2014

1. K thru 12: No Child Left Behind, Race to the Top

1. assumptions

i. function: vocational training

ii. public school system is failing

iii. school reform is necessary

1. reform

i. privatize school system

ii. highly standardized and narrow curriculum

iii. emphasis on standardized testing

iv. teacher accountability

c. measures of success

i. increased test scores

iI. increase % graduated (graduation =education)

2. Higher Education

a. vocational training

b. credential factory

i.commodification of education

ii.students =revenue

D. Academically Adrift

1. Students

a. goal: credential

b.learning is “hurdle”

c.study very little

2. Faculty

a. professionalism: “knowledge production,” research and publications

b. specialization

c. very important

i. 41% number of publications

ii. 28% status of journals

iii. 29% recommendations from outside scholars

iv. 11% service

v. 25% student evaluations

d. 11 hours: advising, course prep and delivery

How did we get here?

C. 1960s

1. upsurge of popular participation

2. new organizations

3. social movements

Civil Rights Movement Anti-Vietnam War Movement

Free Speech Movement Environmental Movement

Consumer Safety Movement American Indian Movement

United Farm Workers Welfare Rights Movement

Gay Rights Movement Feminist Movement

Occupational Safety and Health Students for a Democratic Society

D. Successes of social movements

1. end of legal segregation

2. change in women’s roles (obligations, expectations, norms)

3. consumer protection

4. rights for farm workers

5. occupational safety and health regulations

6. environmental regulations

7. end the war and challenge conventional wisdom about American foreign policy

8. legitimation crisis

II. Backlash: Make social movements invisible, and then impossible

“Those who control the present control the past and those who control the past control the present.”

A. 1973 “Crisis of Democracy”

1. Samuel Huntington

2. Report to the Trilateral Commission

3. “Crisis”

a. “excess of democracy” or too much popular participation

b. legitimation crisis

c. threat to the elite (“Establishment”)

4. Goal: “reassertion of undemocratic authority”

5. Solutions

a. cultivation of passivity in certain groups

“”blacks, Indians, Chicanos, white ethnic groups, students and women . . .”

i. restore “some measure of apathy and noninvolvement”

ii. “. .. return to a measure of passivity and defeatism”

b. “application . . . of theories of order developed for subject societies of the Third World”

i. control the media

ii. control education, especially universities

iii. weaken labor

iv. reinforce idea of individualism

B. “Crisis” and the University (Not only Huntington but \*Lewis Powell, university is most significant factor in crisis)

1. University as a “subversive” institution

a. certain professors, usually in humanities

i. “value oriented intellectuals”

ii. criticize institutions

iii. challenge dominate ideologies and power arrangements

b. ideas

1. democracy and citizenship as active participation

As a social system we seek the establishment of a democracy of individual participation, governed by two central aims: that the individual share in those social decisions determining the quality and direction of his life; that society be organized to encourage independence . . . for their common participation.

In a participatory democracy, the political life would be based in several root principles:

* that decision-making of basic social consequence be carried on by public groupings;
* that politics be seen positively, as the art of collectively creating an acceptable pattern of social relations;
* that politics has the function of bringing people out of isolation and into community, thus being a necessary, though not sufficient, means of finding meaning in personal life;
* that the political order should serve to clarify problems in a way instrumental to their solution; it should provide outlets for the expression of personal grievance and aspiration; opposing views should be organized so as to illuminate choices and facilitate the attainment of goals
* The economic sphere would have as its basis the principles:
* that work should involve incentives worthier than money or survival. It should be educative, not stultifying; creative, not mechanical; self-directed, not manipulated, encouraging independence; a respect for others, a sense of dignity and a willingness to accept social responsibility, since it is this experience that has crucial influence on habits, perceptions and individual ethics;
* that the economic experience is so personally decisive that the individual must share in its full determination;
* that the economy itself is of such social importance that its major resources and means of production should be open to democratic participation and subject to democratic social regulation.

ii. importance of history for understanding present

iii. importance of critical thinking

iv. importance of humanities

philosophy

literature

v. importance of “sociological imagination”: biography and social forces

vi. society and social justice

c. participants

d. organizations

e. target

f. examples

i. Free Speech Movement

ii. Anti-Vietnam War Movement

iii. Students for a Democratic Society

2. “Solution

a. re-establish university within system of power arrangements

b. strategy

i. depoliticize university

ii. transform into vocational institution

iii.. “passify” students so they apathetic, uninvolved

iv. neutralize intellectuals

v. underfund

3. Means: Restructuring the University

a. gatekeeper: limit access

i. underfund

ii. increase cost

iii. increase debt burden

b. distribution of resources

i. business

ii. technology

iii. sports

c. marginalize humanities

i. learning must be utilitarian

ii. present vs 1960s -50% degrees

iii. present: business

d. adopt business model

i. supply and demand

ii. owner/consumer

iii. product: degree

iv. education is production process

v. research, researchers and grants

e. dependent on corporate funding

i. $500 million UC Berkeley and BP

4. success requires prior socialization : K-12

a. socialization

i. non-democratic norms: obedience and respect for authority

ii. education as testing

No Child Left Behind

Race to the Top

iii. education as vocational training

b. banking method as learning (flush theory)

c. gatekeeping

i. inequality: funding and resources

ii. knowledge exclusion

Lies My Teacher Told Me

People’s History of the United States

Labor’s Untold Story

5. Success

a. little to no improvement in critical thinking, and complex reasoning

b. minimal increase in knowledge base

c. importance of academics: 1960s 40 hours per week 2003 thirteen hours per week

d. submissive faculty and passive and apathetic students

C. SDSU

1. business model

a. product: degrees

b. students: customers

c. “sellers market”

d. goal

i. “output efficiency”

ii. “it is all about FTES”

2. research institution (vs teaching)

a. reasons

i. personal ambition

ii. increased revenue

iii. increased status

b. consequences

i. hiring

ii. evaluation

iii. promotion

3. “quality education”?

a. larger classes

b. fewer classes

c. suppressed classes

d. fewer faculty

e. emphasis: technology

f. $500 million budget cut

g. eliminate contracts, benefits, union

h. online classes