I. Education as a Social Problem

A. Higher Education in America 2013: “Academically Adrift”

1. Students

a. entering college

i. narrow knowledge base

ii. lack critical thinking skills

iii. lack complex reasoning skills

iv. lack writing skills

b. after two years: little or no improvement

c. graduation: little significant improvement

d. reason for being in school

i. get a degree

ii. to get a job

e. apathetic about learning

f. time spent studying vs social networking

2. Administrations

a. business model

b. students are consumers, degrees are products

c. FTES and “output efficiency”

d. emphasis: large course and technology

e. fastest growing segment of university employees

3. Faculty

a. research and publications

b. 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

c. 11 hours: advising, course prep and delivery

B. K-12

1. No Child Left Behind and Race to the Top

2. Emphases

a. assessments and standardized testing

b. teacher’s success as educator = student test scores

c. failure =s fire teachers, close schools

d. school reform: more standardized testing, tied to teacher performance,

charter schools, private schools, vouchers

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. Response of Elite

A. Dangerous: crisis of democracy

1. Samuel Huntington

2. Report to the Trilateral Commission

3. “Crisis of Democracy” and crisis in America

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

b. legitimation crisis: people questioning institutions, ideas, values

commitments

c. threat to the elite (“Establishment”)

4. Goal of the elite needs to be “reassertion of undemocratic authority”

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. destroy labor

B. Why did Huntington think the university was a problem and how did he think that it could be made to serve the elite?

<http://www.youtube.com/watch?v=iROmLKP-KaU>

1. Problem: University had become a “subversive” institution

a. certain professors, usually in humanities

i. introduced critical thinking

ii. raised questions about social, political and economic institutions

iii. challenged existing authority and conventional wisdoms

iv. introduced previously excluded knowledge and ideas

v. encouraged students to be actively involved in community

b. ideas

i. democracy requires the active and knowledgeable participation

of its citizens “Disobedience and Democracy”

ii. history from the bottom up “People’s History of the United States”

iii. history from the point of view of the victims of Manifest Destiny

iv. impact of social structures and social forces on lives

c. participants in social movement came from university

d. organizations were created by students

e. university and its policies and investments were targets of social movements

f. examples

i. Free Speech Movement

ii. Anti-Vietnam War Movement

iii. Students for a Democratic Society

iv. Civil rights movement

2. Huntington’s Solution

a. re-establish university within system of power arrangements

b. adopt business model

i. supply and demand

ii. owner/consumer

iii. product: degree

c. limit access

i. underfund

ii. increase cost

iii. increase debt burden

d. distribution of resources

i. business

ii. technology

iii. sports

e. neutralize “subversive” professors and marginalize humanities

i. GE requirements

ii. limit hiring and tenure

iii. emphasize publications in “scholarly” journals

iv. present vs 1960s -50% degrees

f. dependent on corporate funding

3. restructure K-12

a. socialization

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

ii. education as vocational training

b. banking method as learning (flush theory)

c. right kind of knowledge

d. inequality

C. SDSU

1. business model

2. research institution

3. “quality education”?

a. larger classes

b. fewer classes

c. suppressed classes

d. fewer faculty

e. emphasis: technology

f. eliminate contracts, benefits, union

g. “distance learning”

<http://www.thedailyshow.com/watch/mon-april-2-2012/tucson-s-mexican-american-studies-ban>