I. Backlash

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 and education

ii. weaken labor

iii. reinforce conventional wisdom: success and failure

iv. lower expectations, “hopelessness”

B. “Crisis” and the University

1. University as a “subversive” institution

a. certain professor, usually humanities

i. “value oriented intellectuals”

ii. criticize established institutions

iii. challenge authority and effectiveness

iv. not “technocratic and policy oriented intellectuals”

b. ideas

i. democracy and citizenship as active participation

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. Goal

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. 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. requires preparation: 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. credentialism

b. vocationalism

c. knowledge base

d. critical thinking and complex reasoning

e. “passivity”

f. academics

i. 1960s 40 hours per week 2003 thirteen hours per week

ii. 20 hours per week or more 1960 67% 1981 20%