I. Higher Education and power

A. Western Society and Knowledge

1. Enlightenment

a. knowledge and freedom

b. knowledge and power

2. Knowledge and collective power

a. democracy

b. individual

B.1975 *The Crisis of Democracy*

1. Samuel Huntington

2.1960s

a. not drugs and sex but

b. upsurge of popular participation

c. new organizations

d. 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

3. “Crisis”

a. excess of democracy

b. legitimation crisis

c. threat to the elite (“Establishment”)

4. Solutions

a. “reassertion of undemocratic authority”

b. cultivation of passivity

c. Lippmann: “manufacturing consent”

C. “Crisis” and the University

1. University as a problem

a. ideas

i. democracy and citizenship

ii. importance of history for understanding present

race

class

gender

iii. importance of critical thinking

iv. importance of humanities

philosophy

literature

history

b. participants

c. organizations

d. target

e. examples

i. Free Speech Movement

ii. Anti-Vietnam War Movement

2. Goal

a. depoliticize university

b. transform into vocational institution

c. pacify students

3. Restructure 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

d. business model

i. supply and demand

ii. owner/consumer

iii. product: degree

iv. education is production process

v. research and researchers

f. requires: socialization in K-12

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

ii. education as testing

iii. standardized testing

4. Success

D. SDSU

1. business model

a. product: degrees

b. students: customers

c. “sellers market”

d. goal

i. “output efficiency”

ii. 50,000

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 (“Berkeley model”)

b. fewer classes

c. suppressed classes

d. fewer faculty

e. emphasis: technology