I. Crisis: Natural or Socially Constructed

A. The Natural Story

1. Global Recession

2. California revenue shortfall

3. Need to make painful cuts in state spending: education, health, assistance to poor

4. SDSU and “pain”

B. “Crisis”/Socially Constructed

1. Proposition 13

a. caps property taxes at 1%, limits assessment to 2% per year

b. sets 2/3rds threshold for increase in state taxes

c. consequences

i. inequitable

ii. unstable: dependence on personal income tax

iii. benefits businesses (commercial property)

Disneyland vs home

assessment of commercial property

sale of commercial property

2. Corporate taxes

a. corporate income tax reduced

b. share of income tax revenue declined from 60% to 40%.

3. Royalties on Oil

C. “Crisis” (“REALLY”)

1. (2008-2009) Three corporate tax breaks: minus $2.5 billion per year ( CBP)

2. solutions: California’s Commission on the 21st Century Economy

a. eliminate corporate income tax: -$5/$7 billion in 5 years

b. eliminate sales tax to state

c. restructure personal income tax for rich ( -$15 billion)

d. new “business nets receipts tax”

e. consequences

i. loss of state revenue

ii. further CA budget “crisis”

iii. further CSU “crisis”

II. Shock Therapy

A. increase fees: May $306 and July $672 Per year $4,902

B. budget cuts: CSU administration, faculty and staff furloughs

1. options: furloughs or loss of 9,000 CSU faculty

2. furloughs: two days per month

3.9.2% income reduction

C. budget cuts: SDSU eliminate 700 lecturers and staff

1. 496 part-time lecturers

2. 48 full-time lecturers

D. increase class size (emphasis FTES –full time equivalent students)

E. decrease class offerings -352

F. limit units and reduce enrollment

G. Sociology Department

1. classes

a. fewer required courses offered: Soc 433, 430

b. fewer elective courses offered

c. FTES and courses

2. larger classes

a. Soc 102 Intro to Social Problems

b. Soc 433

3. lecturer layoffs or teaching fewer classes

III. Real Reasons

1. Throwing the “middle class under the bus”
   1. economy
   2. jobs
2. “Pacification”
3. 1975 *The Crisis of Democracy*

1. Samuel Huntington

2.1960s: bad time for democracy

a. not drugs and sex

b. upsurge of popular participation

c. new organizations

d. social movements

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”

D. University

1. “The Crisis”: 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

b. participants

c. organizations

d. target of challenges to Establishment

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

iv. students and work

b. distribution of resources

i. business

ii. technology

iii. sports

c. marginalize humanities: electives

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

4. Success

E. SDSU

1. business model

a. product: degrees

b. students: customers

c. “sellers market”

d. goal: FTES and “output efficiency”

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 (FTES)

c. suppressed classes

d. fewer faculty

e. emphasis: technology