I. Education and the Crisis of Democracy

A. Educations two sides

1. institution of social control

a. socialization

i. obedience

ii. respect for authority

b. knowledge filter

c. reproduces social order/social inequalities

2. threat to powerful

a. “deviant” knowledge

b. “socialization”

c. challenges social order/social inequalities

B. Education in America 2012

1. Policy: Bush and Obama

a. education =vocational training

b. means

i. standardized testing

ii. “incentivize” teachers

c. measures of success

i. increased test scores

iI. increase % graduated (graduation =education)

2. University: Administrations

a. “output efficiency” (FTES)

b. vocational training

c. “credentialism”

d. fastest growing segment of university employees

3. Students

a. to be educated is to get a credential

b. reason for being at university is to get a job

c. apathetic about learning

d. belief: adapt to society

4. Faculty

a. “knowledge production”: research and publications

b. professionalism and 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. Characteristics of social movements

1. popular or "grassroots"

a. large number

b. shared grievances

c. egalitarian

d. examples

2. belief: social system is unjust

a. institutions contradict fundamental values

b. social arrangements contradict fundamental values

3. belief: social change is possible but not possible within system

a. power: concentrated in few

b. institutions: controlled by few

c. institutions: serve interest of few

4. goals/commitment

a. social justice

b. goals

i. narrow: FSM

ii. broad: Civil Rights Movement

5. strategy

a. overall plan to achieve goals

b. civil rights

i. make injustice visible

ii. non-violent civil disobedience

c. anti-war: stop war machine

6. tactics

a. specific actions

b. civil rights: lunch counter sit-ins, freedom rides, marches, mass arrest, voter registration

c. anti-war: draft card burning, disrupt recruitment, stop troop trains.

7. long term

E. 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 conventional wisdoms

iv. create feelings of hopelessness

B. “Crisis” and the University

1. University as a “subversive” institution

a. certain professors, usually in humanities

i. “value oriented intellectuals”

ii. criticize institutions

iii. challenge existing authority

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. 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. 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. “distance learning”

UC Berkeley 1993-2007 Management staff +259%, total employees+24%, full-time faculty 1%