I. Corporatization of Education

A. Education in America 2011

1. Policy: Bush and Obama

a. standardized testing

b. vocational training

c. “credentialism”

d. socialization

i. norm: education = testing

ii. value: credential =job

e. goals

i. increase competitiveness

ii. increase % graduated (graduation =education)

iii. “incentivize” teachers

2. SDSU Administration

a. “output efficiency” (FTES)

b. vocational training

c. “credentialism”

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

B. 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

4. 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

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. Backlash: Make social movements invisible

“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. weaken labor

iii. emphasize work ethic

iv. lower expectations

v. “manufacture consent”

B. “Crisis” and the University

1. University as a “subversive” institution

a. certain intellectuals

i. “value oriented intellectuals”

ii. unmask and delegitimate established institutions

iii. challenge existing structure of 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. depoliticize university

b. transform into vocational institution

c. “passify” students so they apathetic, uninvolved

d. neutralize intellectuals

3. Strategy: 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: GE courses

d. adopt business model

i. supply and demand

ii. owner/consumer

iii. product: degree

iv. education is production process

v. research, researchers and grants

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

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