I. Education as a Social Problem

A. Higher Education in America 2013: “Academically Adrift”

1. Students

a. entering college

i. narrow knowledge base

ii. lack critical thinking skills

iii. lack complex reasoning skills

iv. lack writing skills

b. after two years: little or no improvement

c. graduation: little significant improvement

d. reason for being in school

i. get a degree

ii. to get a job

e. apathetic about learning

f. time spent studying vs social networking

2. Administrations

a. business model

b. students are consumers, degrees are products

c. FTES and “output efficiency”

d. emphasis: large courses, graduation rates, technology and research

e. fastest growing segment of university employees

3. Faculty

a. research and publications 🡪 promotions

b. 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

c. 11 hours: advising, course prep and delivery

B. K-12

1. No Child Left Behind (W. Bush) and Race to the Top (Obama)

2. Emphases

a. assessments and standardized testing

b. teacher’s success as educator = student test scores

c. failure = fire teachers, close schools

d. solution: charter schools

John Oliver on standardized testing:

<https://www.youtube.com/watch?v=J6lyURyVz7k>

How did we get here?

C. 1960s

<https://archive.org/details/BerkeleyInTheSixties_201509>

1. upsurge of popular participation

2. new organizations

3. social movements

Civil Rights Movement Anti-Vietnam War Movement

Free Speech Movement (Berkeley) 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. Successes of social movements

1. end of legal segregation

2. change in women’s roles (obligations, expectations, norms)

3. consumer protection laws

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 (Pentagon Papers)

8. legitimation crisis: ? our institutions and social arrangements serve whom?

II. Response of Elite

A. Dangerous: crisis of democracy

1. Samuel Huntington and Lewis Powell

1. Report to the Trilateral Commission

b. Powell Memo for U.S. Chamber of Commerce

3. “Crisis of Democracy”

a. “excess of democracy” or too much popular participation (especially at universities)

b. legitimation crisis: people questioning institutions, ideas, values

commitments

c. threat to the elite (“Establishment”)

4. Goal of the elite: “reassertion of undemocratic authority”

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. destroy labor organization

B. Powell and Huntington: **the “biggest threat” was the university**

1. University was “subversive” institution

a. certain professors and courses

i. introduced critical thinking

ii. raised questions about social, political and economic institutions

iii. challenged existing authority and conventional wisdoms

iv. introduced previously excluded knowledge and ideas

v. encouraged students to be actively involved in community ☺

b. participants in social movement came from university

c. organizations were created by students

i.Students for a Democratic Society

ii. Student Non-Violent Coordinating Committee (SNCC)

d. university and its policies and investments were targets

2. Huntington’s/Powell’s Solution

a. re-establish university within system of power arrangements

b. adopt business model

i. supply and demand

ii. owner/consumer

iii. product: degree

c. limit access

i. underfund (state gov’t: ~17%)

ii. increase cost

iii. increase debt burden

<https://www.youtube.com/watch?v=P8pjd1QEA0c>

d. distribution of resources

i. business

ii. technology

iii. sports

e. neutralize “subversive” professors and marginalize humanities

i. GE requirements

ii. limit hiring and tenure

iii. emphasize publications in “scholarly” journals

iv. present vs 1960s -50% degrees

f. dependent on corporate funding

3. restructure K-12

a. socialization

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

ii. education as vocational training

b. banking method as learning (flush theory)

monological, anesthetic, rote memorization, passive regurgitation

c. right kind of knowledge

“Information is, knowledge does.”

<http://www.thedailyshow.com/watch/mon-april-2-2012/tucson-s-mexican-american-studies-ban>

d. inequality: Supreme Court Rodriguez v San Antonio

C. SDSU

1. business model

2. research institution

3. “quality education”?

a. larger classes

b. fewer classes

c. suppressed classes

d. fewer faculty

e. emphasis: technology

f. eliminate contracts, benefits, union

g. “distance learning”

h. Teaching Assistants