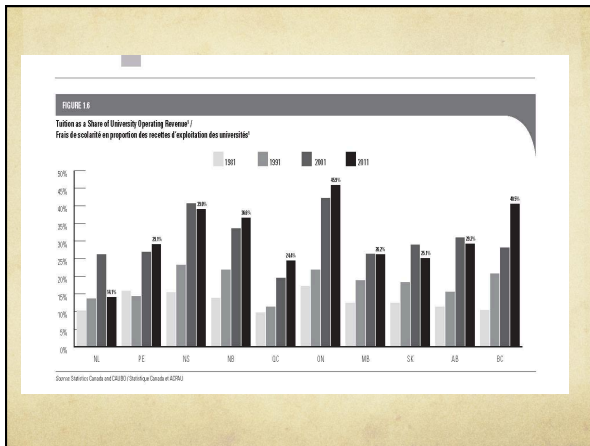
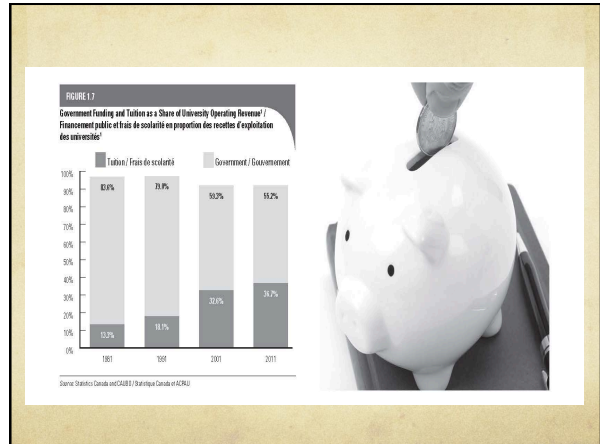


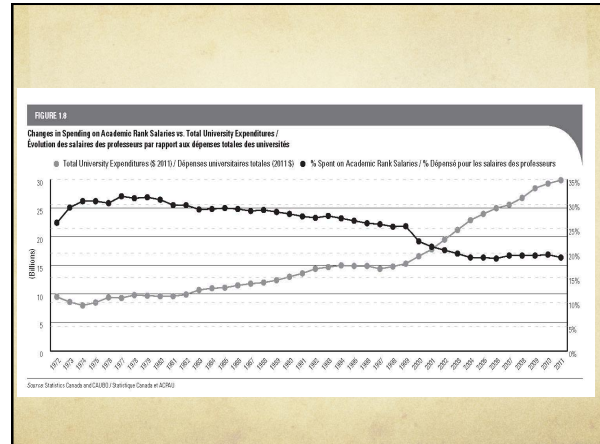
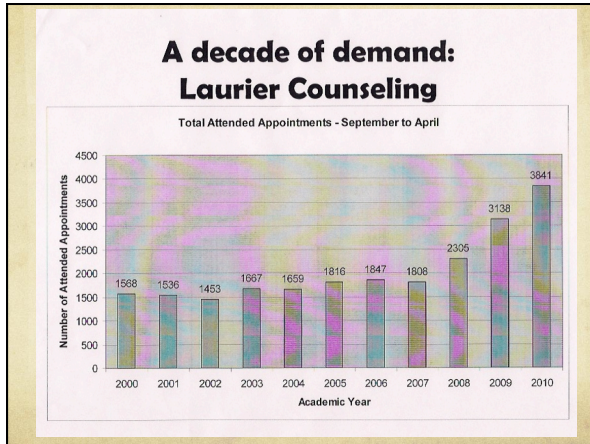
Neoliberalism

- the market as panacea – this at least is the theory since in practice it has meant unprecedented corporate concentration and corporate welfare – what Susan George (2000: 32) calls “one of the greatest holdups of ours or any generation” – minimal corporate competition plus opening of non-market property to capital, and massive state intervention both to sustain what markets there are and to rescue them when the inevitable economic disasters they generate occur, as in 2008.
- free economic zones as model for the global economy;
- deregulation of national economies;
- privatization of public corporations;
- “popular capitalism,”
- lowering of the corporate share of taxation;
- reduction of national debt;
- downsizing of government;
- restructuring of local government;
- dismantling of the welfare state;
- promotion of charities;
- circumscribing of civil liberties, human rights, trade union powers and democracy itself;
- the expansion of the “crime control industry” to deal with the consequences, including the management of surplus, usually racialized, populations or “dangerous classes.”



Revenue		2013
Government grants		\$ 115,312
Student fees		\$ 148,734
Grants, contracts, and donations		\$ 4,189
Sales and service		\$ 26,563
Amortization of deferred contributions - capital		\$ 4,586
Investment returns		\$ 5,455
Other revenues		\$ 12,053
Total		\$ 316,892

Revenue		2013
Government grants		36.4%
Student fees		46.9%
Grants, contracts, and donations		1.3%
Sales and service		8.4%
Amortization of deferred contributions - capital		1.4%
Investment returns		1.7%
Other revenues		3.8%
Total		100.0%



What are Universities For?

- In the face of this, one has to make, over and over again, the obvious point that a society does not educate the next generation in order for them to contribute to the economy. It educates them in order that they should extend and deepen their understanding of themselves and the world, acquiring, in the course of this form of growing up, kinds of knowledge and skill which will be useful in their eventual employment, but which will no more be the sum of their education than that employment will be the sum of their lives. And this general point about education takes a particular form in universities, where, whatever level of professional or vocational 'training' is also undertaken, the governing purpose involves extending human understanding through open-ended inquiry (Collini 2012: 91).

The Question!

- It is a matter of great urgency, for ourselves and for world society, that our institutions and ideology be subjected to serious critical analysis. The universities must be a primary object of such analysis, and at the same time might provide the 'institutional form' within which it can be freely conducted (Chomsky 1969: 54). Discuss.