"It is an affront to treat falsehood with complacence." Thomas Paine

CAMPUS REPORT

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GOVERNOR WALKER VS. UNIVERSITIES

By Malcolm A. Kline

Thus by their own rather elastic definition, professors in the University of Wisconsin system spend 26.8 hours a week teaching or involved in teaching-related activities.

The governor of Wisconsin has provoked the ire of the higher education establishment in the state by suggesting that professors on the state payroll spend less and work more. "In the future, by not having the limitation of things like shared governance, they might be able to make savings just by asking faculty and staff to consider teaching one more class a semester," Governor Scott Walker told reporters at the Madison Hotel. "Things like that could have tremendous impact on making sure we have an affordable education for all of our UW campuses at the same time we maintain a high-quality education."

The "shared governance" that the governor referred to is a cherished perk that allows faculty to literally share in university decision-making with college presidents. Yet and still, the teacher work loads are a sensitive subject with the professoriate.

"Word of Walker's remarks about faculty teaching loads needing to be heavier prompted UW-Madison to release a faculty workload survey from February 2014," Karen Herzog reported in the Milwaukee Journal-Sentinel. "The survey yielded 191 full responses from biological sciences, humanities, physical science and social studies departments, according to UW-Madison."

"Of those who responded, 96% said they teach, supervise and mentor undergraduate students and spend an average of 14.2 hours per week instructing undergraduates and an average 4.2 hours per week advising and mentoring. All reported research activities as part of their work, with an average of 8.4 hours per week spent on research/creative work with students. The total time spent with research, scholarship or creative work was an average 21.3 hours per week."

Thus by their own rather elastic definition, professors in the University of Wisconsin system spend 26.8 hours a week

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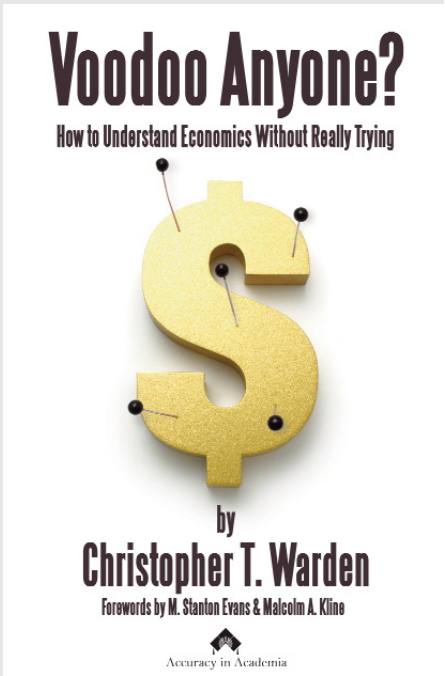
Director's Corner

By Malcolm A. Kline, Executive Director of AIA



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March, 2015

Dear Reader,

The front and back stories in this issue may seem unrelated but have a common theme: the near universal resentment of universities when you make any attempt to discover what they are teaching. We have been experiencing this reaction for 30 years.

For three decades, Accuracy in Academia has been endeavoring to discover whether what academics were imparting was, indeed, accurate, much to the consternation of the putative scholars. More often than not, we found that it wasn't.

In fact, we've found so many inaccuracies that we have filled reams of copy documenting the misinformation universities impart under the guise of scholarship. As well, the professoriate becomes incensed and enraged when you even suggest that they are not actually educating their progeny, no matter how much evidence mounts up to support that allegation. Governor Walker in Wisconsin and our friends who we are joining in questioning federal subsidies of Middle East studies programs are both experiencing a backlash from universities and their allies who don't want us to question their authority.

Yet and still, we do not work for academia but for you, our readers.

All the best,

Mal Kline,
Executive Director

CAMPUS REPORT

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Editor: Malcolm A. Kline
Contributing Editor: Deborah Lambert

4350 East West Highway | Suite 555
Bethesda, MD 20814
202-364-4401 | www.academia.org

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teaching or involved in teaching-related activities. That's way short of the 40 hours a week most of us are used to working.

As for the 12.9 hours of "research/creative time" that they get to themselves: Most of us have to do that off the clock.

Ironically, Governor Walker's proposals are remarkably similar to several that are bandied about in the higher education establishment.

What drew the most ire from the Ivory Tower in Wisconsin was the governor's suggestion that universities abandon the "shared governance" they have been operating under, whereby faculty members effectively have a veto over administrative decisions. It is worth noting that a former president of Princeton has endorsed such a concept and the University of Maryland Board of Regents are considering proposals remarkably similar to the Walker pronouncement. Governor Walker's proposed reforms are simply more explicit than theirs.

"We must ask whether it is reasonable to expect a century-old structure of faculty governance to enable colleges and universities of all kinds to respond to new demands for more cost-effective student learning," William G. Bowen and Eugene M. Tobin write in their new book *Locus of Authority*, published by the Princeton University Press.

Bowen is president emeritus of Princeton. Tobin is the president emeritus of Hamilton College.

Nonetheless, we should note that, despite the surprisingly widespread call for an end to this cherished faculty perk, it is not a panacea that will likely cure all the ailments that afflict the academy. Many of the most contentious policies out of academe, such as speech codes and diversity training, came not from faculty members but from administrators.

Can it be that what really has professors on the state payroll worried is that in his last battle with the educational establishment, Governor Walker was stunningly successful? "In 2011, in the wake of the largest workers uprising in recent U. S. history, I was elected president of the Milwaukee Teachers' Education Association," Bob Peterson writes in the journal Rethinking Schools. "Unfortunately, that spring uprising, although massive and inspirational, was not strong enough to stop Gov. Walker from enacting the most draconian anti-public sector labor law in the nation."

Reality check: "Only 305 Wisconsin school districts' unions sought recertification this November, dropping from 408 that did the year before," Diana-Ashley Krach writes in School Reform News. "Additionally, state employees voted to decertify 25 school district unions."

"Under Act 10, also known as the Wisconsin Budget Repair Bill, which went into effect in 2011, recertification requires a 51 percent 'yes' vote from eligible union members."

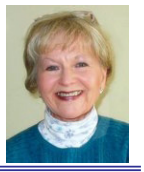
"Using those criteria, Walker would never have been elected," Peterson asserts. Actually, Governor Walker was reelected with 53 percent of the vote. What's really astonishing is that the unions cannot even inspire the loyalty of one of the most left-leaning voting blocs in a left-leaning state.

Ironically, by Peterson's own summary, the reforms were hardly draconian. He writes of Act 10 that "It left intact only the right to bargain base-wage increases up to the cost of living." Most people think this is the prime purpose of a union.

Peterson goes on to complain that "The new law prohibited 'agency shops,' in which all employees of a bargaining unit pay union dues. It also prohibited payroll deduction of dues." The union members' freedom of association does not bother him much.

SQUEAKY CHALK

by Deborah Lambert



ACTIVISM CLASS AT U. MICHIGAN: CAPITALISM SHOULD BE OVERTHROWN

Students taking an "activism" class at the University of Michigan this semester may get more than they bargained for.

A textbook chosen for the class states that capitalism should be "overthrown," claiming that "capitalism means waste, poverty, ecological degradation, dispossession, inequality, exploitation, imperialism, war and violence," according to Hunter Swogger, a U. Michigan student reporter, writing for The College Fix.

The textbook, "Beautiful Trouble: A Toolbox for Revolution," is mandatory reading for "Organizational Studies 203: Activism," a class at the public university that pledges to teach students about the "struggles of movements past, as well as hands-on engagement with the struggles of today."

The course description claims that "neither this course, nor its instructional staff, embraces or rejects any ideology, movement, or political project. We will not preach social change from any particular point of view."

However, the book claims that the "global slump we are living through is the predictable manifestation of a crisis-prone economic system rooted in production for profit rather than for human need. … [F]or the sake of human development and ecological sanity it needs to be overthrown."

It describes capitalism as morally perverse, and defines

THEORY:
Capitalism

CAPITALISM
works for me!

Capitalism is an economic system in which almost anything we need or want must be bought on the market, and in which most of us have nothing to sell but our labor. Capitalism is not a thing, but a social relation between capital and labor that divides humanity into two principal social classes: the capitalist class, or bourgeoisie, which owns the means of production (tools, resources, land), and the working class, or proletariat, which does not have access to the means of production and therefore must sell its own labor power, or ability to work.

The laws of competition and profit-maximization govern the capitalist market. Each enterprise exists alongside many others that are all producing similar products or services. Each needs to outperform the others, minimizing costs and maximizing profit, or they will be driven into bankruptcy. Technological innovation is one

it as "a profit-driven economic system rooted in inequality, exploitation, dispossession and environmental destruction."

At least one student taking the class commented that the claim of being unbiased "rings hollow."

"It's completely biased, and they make no effort to even disguise the fact," the student told *The College Fix.* The student asked to remain anonymous over fear of retribution.

"Beautiful Trouble" is one of two textbooks assigned for the course. The other is "Organizing for Social Change." While that book does not counter the radical

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leftism touted in "Beautiful Trouble," it also doesn't quite match the blatant leanings of "Trouble," according to the student.

Memorable quotes in the book include one which says that "capitalism turns men and women into economic cannibals, and having done so, mistakes economic cannibalism for human nature."

The class is taught by Professor Michael Heaney, "a political sociologist and assistant professor of organizational studies, who refused to answer any questions posed by The College Fix about the course."

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SLEEP DEPRIVATION CURE

One of the age-old problems affecting college students is getting enough sleep, what with wall-to-wall parties and snoring roommates being a fact of life on campus.

But The College Fix reported that when three engineering students at U.C. San Diego encountered this issue, instead of a roadblock, they saw an opportunity – one that turned a trio of sleep-deprived students into successful entrepreneurs.

"Their Kickstarter campaign for 'smart' earplugs raised nearly six times their goal of $100,000 and inadvertently lowered the cost of treating an expensive medical condition," according to ABC 10 News.

Their invention is called "Hush" earplugs, and the selling point is a small internal speaker that blocks out snoring or other loud noise, according to *ABC 10 News*.

Because they are wireless, the earplugs can connect to cell phones. Users can then count on hearing their alarm through the earplugs, and also fall asleep to "white noise, ocean waves, rainfall" and other soothing sounds, the Hush website says.

Daniel Lee, a former student, told *ABC 10* he came up with the idea while trying to sleep but could still hear the sound of parties next door. He was afraid that with regular earplugs he might miss his alarm in the morning.

"We were just like, oh, we're a bunch of college students with loud, snoring roommates and loud neighbors," Daniel Lee said of himself and his co-founders, current students Daniel Synn and another Daniel Lee. "But there are a number of demographics who are very passionate about it."

One of those demographics is sufferers of tinnitus, a loud ringing in the ears. "Typically devices to manage tinnitus cost thousands of dollars, but the Hush earplugs do the same thing for $150, creating an unexpected market for the device, the co-founders told *ABC 10*."

The key to their success was that they received more than 4,000 pledges from prospective customers and reached their campaign goal of $100,000 in only five days.

"It's really the story of me just having an idea and bringing together a couple of talented friends to try and build a company out of it," Lee, the former student, told *The College Fix* via email.

The Hush founders are part of the university's Moxie Center for Student Entrepreneurship, in the Jacobs School of Engineering. The center, which has been operating for two years, mentors students and helps them take their creative ideas and "dream, design, [and] develop" them into real products, according to the Jacobs School website.

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QUEER PROM AT LOYOLA-CHICAGO

Loyola University-Chicago is apparently making a play as the most LGBT-friendly Jesuit school in the country, according to according to Matt Lamb, a Loyola student, writing for The College Fix.

Months after the student government considered the gender-neutral conversion of campus restrooms and elimination of gender pronouns in official documents, "the campus LGBT group, Advocate, recently sponsored a Queer Prom."

"Queer Prom is an opportunity for our respective LGBTQIA collegiate communities to come together and celebrate our identities," read the group's Facebook page for the evening of "music and dancing."

While the Queer Prom was meant to "revitalize that past tradition of the annual Coming Out Ball," according to the invitation, even a gay prom in Chicago hosted by a Jesuit school can have exclusive policies, according to some transgender students.

The invitation notes that prom attendees who were not Loyola students were required "to check in with photo IDs that matched their chosen name, even if they did not go by their legal names."

Many of the check-ins were done on Facebook, which prompted a complaint on the prom's event page: "Lots of people (especially trans people) don't have a Facebook name that matches their picture ID, or they do not have Facebook at all because of its transphobic policies."

According to a university spokesperson, there was no conflict in a Catholic university hosting a queer prom. Far from being the first Catholic school to do so in the Chicago area, "LGBTQA Student Services at DePaul University, which is run by the Vincentian order, hosted a queer prom last May in its art museum."

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QUEERING AGRICULTURE

The University of California, Berkeley, recently sponsored a lecture called "Queering Agriculture," according to The Daily Caller.

"So why queer agriculture?" the event description opens. "This seems like an odd question but becomes more obvious with research and analysis."

The program was presented by Bailey Kier, a Ph.D candidate at the University of Maryland, and a serious student of the topic, who has already written a dissertation on the "queer geography of the Potomac River Basic."

"It is difficult to explain just what it means to 'queer' something," says Kier. "But in essence, it amounts to re-evaluating the basic nature of a topic from the perspective of sexuality and reproduction."

According to the program description, "[Q]ueering and trans-ing ideas and practices of agriculture are necessary for more sustainable, sovereign, and equitable food systems for the creatures and systems involved in systemic reproductions that feed humans and other creatures,"

"Since agriculture is literally the backbone of economics, politics, and 'civilized' life as we know it, and the manipulation of reproduction and sexuality are a foundation of agriculture, it is absolutely crucial that queer and transgender studies begin to deal more seriously with the subject of agriculture."

Kier also suggested that this topic has assumed greater importance since 9/11, "since the movement toward 'sustainable agriculture' has been burdened by unwarranted assumptions that give agriculture more of a 'heterosexual, human-centered identity.'"

Again, the program summary explains that "By focusing on popular culture representations and government legislation since 9/11, it will become clearer how the growing popularity of sustainable food is laden with anthroheterocentric assumptions of the 'good life' coupled with idealized images and ideas of the American farm, and gender, radicalized and normative standards of health, family, and nation. The implications of anthroheterocentrism may deserve further analysis and study in order to understand it more fully."

MENACED BY MIDEAST STUDIES COALITION

By Malcolm A. Kline

It's not hard to find out who sets the terms of debate and parameters of discussion concerning the Middle East on American campuses today.

As we have reported, our friend Tammi Rossman-Benjamin's Amcha Initiative at UCLA did a report last year on the anti-Israel bias on that campus. In a letter to the Secretary of Education, a sextet of groups headed by the Council on American-Islamic Relations (CAIR) took issue with the Amha report. The other five groups which signed onto the letter were:

- The Asian Law caucus of Asian-Americans Advancing Justice;
- The American-Arab Anti-Discrimination Committee;
- The Center for Constitutional Rights;
- Palestine Solidarity Legal Support; and
- The National Lawyers Guild.*

The groups, led by CAIR, go on for pages in their letter to Arne Duncan, asserting that diversity already exists in Middle East studies and programs in academe today. Yet and still, they reveal just how narrow their definition of diversity is in a very revealing footnote at the bottom of page 2 of their letter to Arne Duncan:

> 2 Amcha's report lists examples of anti-Semitism in Appendix F. *See supra* 1 at 21. The examples are statements that do not, in and of themselves, demonstrate racial or religious animus. For example, Amcha claims it is anti-Semitic that "A speaker claimed that Zionism views Palestinians as 'subhuman, undesirable, a population that should not exist,' and accused Israel of 'denying the absolute basic inalienable human rights of Palestinians,'" and that, "A speaker stated that Israel was created through colonialism, and that 'colonialism and settler colonialism are both inherently unequal and unjust systems.' Another speaker asserted that 'Colonialism and colonization is [sic] not a civilizing mission, it's [sic] a violent mission of ethnic cleansing.'" These are views within the broad scope of reasonable debate, not examples of bigotry.

(It would be interesting to see if CAIR spokesmen felt the same way if the same accusations were leveled at their group.—ed.)

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*Cliff Kincaid, in a column for our big sister group Accuracy in Media, noted that "the National Lawyers Guild (NLG), was cited as a Communist Party front organization by the House Committee on Un-American Activities. It remains the U.S. affiliate of the International Association of Democratic Lawyers, the old Soviet front."

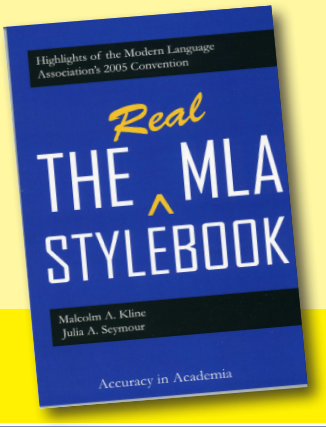
***Malcolm A. Kline** is the Executive Director of Accuracy in Academia.*

If you would like to comment on this article, e-mail mal.kline@academia.org.

The REAL MLA Stylebook

To show what college and university English Departments are really teaching, Accuracy in Academia compiled *The REAL MLA Stylebook*, filled with quotes from a recent convention of the Modern Language Association (MLA) where thousands of English professors gather to push their politically correct, radical agenda. Outsiders who attend this event expecting to learn more about Chaucer, Milton and Shakespeare are in for a rude awakening when they discover that panels are more likely to focus on topics such as "Marxism and Globalization;" "What's the Matter with Whiteness," and "Queering Faulkner."

This book is must-reading for anyone interested in learning more about the mindset of faculty members who are tasked with teaching the great works of the English language to our nation's students.



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