

NOTICIAS

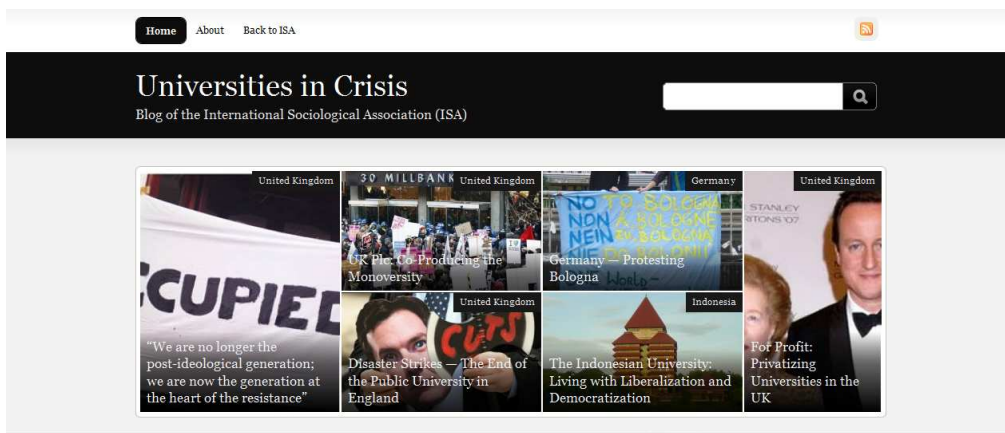
La **próxima Conferencia de Sociología de la Educación** se celebrará previsiblemente en la ciudad de Granada, los días 7 y 8 de julio de 2001.

La International Sociological Association ha puesto en marcha un blog sobre **Universidades en crisis**, que se puede consultar en:

<http://www.isa-sociology.org/universities-in-crisis/>

El blog incluye enlaces a:

- American Association of University Professors (AAUP), Journal of Academic Freedom
- Campaign for the Public University
- CNA Website Homepage for ISA's Council of National Associations
- Education Solidarity Network Building global defense against cuts in higher education
- Emancipating Education for All Updates on International Student Movement
- Global Higher Education
- Inside Higher Education
- University World News News about higher education from around the world. Especially good on Africa.
- World Universities Forum Billed as higher education's parallel to the World Economic Forum



“We are no longer the post-ideological generation; we are now the generation at the heart of the resistance”

Dec 3, 2010 One Comment

Lucy Mayblin, University of Warwick

Note: The UK Parliament will vote on 9th December to pass enabling legislation to allow a rise in student fees in England. This will then be followed by a White Paper making specific recommendations, which will also need to be voted upon (the normal process would have been to have the vote after the White Paper, but the Government is worried about a split within the coalition by Liberal Democrat MPs who campaigned against tuition fees prior to the election). The Welsh Assembly has already declared that it will not raise fees and the Scottish Assembly is likely to take a similar stance.

Lucy Mayblin, from the UK Campaign for the Public University, describes the escalating protests that have greeted the Government's proposals:

On 10th November 2010 an estimated 35,000 people marched in London against UK government plans to raise higher education tuition fees from £3,000 to £9,000 per student per year, while simultaneously cutting all public funding for social sciences, arts and humanities subjects and reducing it significantly for science subjects. When the protest reached the Conservative party head quarters (Millbank Tower) thousands of protestors stood outside chanting, some made a bonfire in the courtyard with live placards and a few others were involved in more confrontational acts such as smashing windows and daubing graffiti on the walls. A number also made it into the building and on to the roof. At the time, the government spin machine went to work trying to delegitimise the students' concerns as a consequence of the actions of a 'violent minority'. They were initially successful. There was an outpouring of disdain from commentators on the left and right, and even the president of the National Union of Students expressed his disapproval.

The day looked set to be recorded as a one off, a voicing of concern by a minority of academics and students. Yet, two weeks later, on Tuesday 24th November, there was a national day of action, called by the National Campaign Against Cuts and Fees. 135,000 university and school students as well as academics came out, and this time they protested in their local areas as well. There were protests in most major cities, with the 'kettling' of school pupils as well as adults in London providing some of the most dramatic scenes. Then, on 30th November a second national day of action saw more universities 'go into occupation', more protests around the country, and sit-ins in a number of city council chambers, most notably in Birmingham. [\[More...\]](#)

UK Plc: Co-Producing the Monoversity

Nov 29, 2010 No Comments

John Holmwood, University of Nottingham

When the architect of California's system of public education, Clark Kerr wrote in the 1960s of the diverse character of the modern University (*The Uses of the University*, 1963), and the increasing significance of its contribution to the economy, he was widely criticised for discounting the traditional values of the University. He coined the term multiversity. His aim was to identify the diversity of functions of a University and also to warn that some important functions – those associated with the public values of education in developing character and culture – were in danger of being undermined. Kerr's arguments coincided with the expansion of higher education and a new generation of students who criticised his acceptance that one of its roles was engagement with the corporate economy. They perceived a different role for the University as part of the democratisation of public life. Read today, however, his concerns were prescient.

Increasingly, the modern University is central to the knowledge economy and public policies to increase national global competitiveness through the better translation of research into the product cycle. The emphasis is upon *applied* knowledge – whether that be applied science, applied humanities or applied social studies – and its 'co-production' by academics, government and users. The ability of universities to draw upon public funds is increasingly linked to regulatory audit designed to demonstrate transparency. These audit systems, too, are directed toward securing the 'usefulness' of knowledge under the demand that publicly-funded knowledge should demonstrate 'impact'.

These changes are associated with a shift from an elite-based to a mass-based system as an ever higher proportion of young people have been encouraged into higher education in order to develop a highly skilled workforce. The 'students for democracy' of the 1960s and 1970s have been re-cast as consumers of education and investors in their own human capital. In the UK, this is central to the Browne Review (<http://hereview.independent.gov.uk/hereview/>) and its recommendation that the funding of education can be shifted from the public via taxation to graduates paying higher fees. [\[More...\]](#)

Videos



(more videos coming soon)

Countries

Select Category

Related Links

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(Por su interés, repetimos esta noticia ya publicada en el número anterior)

Mesa de trabajo sobre educación en el Congreso de Antropología Social (2011)

Desde la coordinación de la mesa de trabajo "Dilemas de la consolidación de la Antropología de la Educación en España: nuevos tiempos, nuevos lugares" incluida en el XII Congreso de Antropología Social de la Federación de Asociaciones de Antropología del Estado español que se celebrará en León, del 6 al 9 de septiembre de 2011 (www.antropologiacastillayleon.org) os comunicamos que se ha abierto el plazo para enviar propuestas de comunicaciones.

En esta mesa queremos plasmar distintas maneras y lugares en los que se desarrolla la antropología de la educación, de tal modo que se pueda llevar a cabo una reflexión sobre cómo ha evolucionado la antropología de la educación en España, profundizar en las principales vías de estudio y fomentar un debate que permita el desarrollo o afianzamiento de nuevos campos de investigación: analizando y presentando los temas de investigación, detectando vacíos, y discutiendo metodologías. Para aquellas personas que estéis interesadas en participar os indicamos que debéis remitir vuestras propuestas como máximo 2 por autor) en forma de resumen de 300 palabras antes del 15 de octubre, a la dirección de correo antropologiadelaeducacionfaae@gmail.com incluyendo:

- Mesa a la que se presenta / - Título de la comunicación

- Nombre y apellidos del autor o autora (En el caso de que la autoría corresponda a varias personas figurarán los datos de contacto de, al menos, una de ellas)

- Institución de procedencia / - Dirección postal / - Teléfono / - e-mail

Os informamos que se dará prioridad a aquellas comunicaciones que tengan como base un trabajo empírico.

En la misma Web del congreso podréis encontrar información sobre el resto de mesas de trabajo. Sin más, os rogamos la máxima difusión de este mensaje y esperamos vuestras propuestas.

Un cordial saludo

Pilar Cucalón Tirado (CSIC / IMA), Laura Martínez Alamillo (UCM/IMA), Cris Molins-Pueyo (Grupo EMIGRA-UAB / ICA), María Rubio (Instituto de Migraciones-UGr): antropologiadelaeducacionfaae@gmail.com