

ILLINOIS ACADEMIE

www.ilaup.org □ The award-winning newsletter of the Illinois Conference of the American Association of University Professors □ Spring 2008

PRESIDENT'S CORNER

Elections. Change. Reform.

By Walter Kendall

President,
AAUP-Illinois



This headline is not about the national primaries. It is about AAUP. This year there is an especially hotly contested election. There are two slates of long-term AAUP activists competing for the top leadership positions. Both slates recognize the serious, even critical challenges facing AAUP – structural, financial, and membership challenges.

Your ballot should be arriving if it hasn't already. You have until APRIL 15 to vote.

As we all know, the AAUP is the primary national organization committed to the defense and preservation of academic freedom and tenure. It is the only national organization challenging the growing "corporatization" of higher education. It is the organized voice for shared governance and contingent faculty.

Join us at our Annual Meeting as we discuss these matters and organize ourselves to build AAUP into the powerful organization it needs to be if we are to have the quality higher education required to deal with the challenges and opportunities ahead.

There will be a discussion of academic freedom centered on prominent recent tenure and retention matters led by Mehrene Larudee. There will also be a panel discussion of governance featuring Michael Haskins, Harper College, Ken Anderson, University of Illinois-Urbana Champaign, and Brian Frederking, Mc Kendree University.

There will also be time to plan and organize.

Please join us. We need you.

Saturday, March 29 at St. Xavier University, 3700 W. 103 St. Chicago, 12:30pm to 3pm.

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Illinois AAUP Annual Meeting

Saturday, March 29, 2008

12:30-3pm

Saint Xavier University

Butler Reception Room

3700 West 103rd Street, Chicago

<http://www.sxu.edu/chicago/directions.asp>

Schedule:

**12:30pm: Mehrene Larudee (DePaul University)
Academic Freedom, Truth and Power**

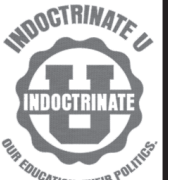


**1:30pm: Panel Discussion on Faculty Governance:
Michael Harkins, Ken Andersen, and Brian Frederking**

2:30pm: IL-AAUP Business Meeting

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**John K. Wilson and filmmaker Evan Coyne
Maloney debate his new documentary about
higher education, *Indoctrinate U.* □ pages 4-5**



In Memorium

The Illinois AAUP joins everyone in mourning the murder of five students at Northern Illinois University. We want to see the college campus as a place for free exchange of ideas, for growth and for challenge. To see the death of those who come to a campus for the opportunity to enrich their lives and that of our society heightens the sense of loss.

**American Association of
University Professors of Illinois**

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LETTER TO THE EDITOR

Editor's note: Due to an editorial oversight, this letter responding to the Fall 2006 issue was omitted from last fall's issue.

To the editor:

Imagine the surprise of members of the AAUP chapter at Roosevelt University when the latest copy of *Illinois Academe* landed in our mailboxes last month. There we were on the front page—"Academic Freedom Case Settled at Roosevelt University."

Except that *we*, the Roosevelt chapter of AAUP, wasn't there. Anywhere.

I'm not quite sure why your reporter John K. Wilson saw no need to consult the AAUP chapter at the very campus where this "case" was unfolding. Perhaps he was unaware that a chapter exists here (we have 90 members, and the Illinois AAUP recently asked if we would host the Illinois general meeting in April).

But it seems more likely that Mr. Wilson has fallen into one of the great pitfalls of journalism, one so common that it even has its own cynical mantra: "Never let the facts stand in the way of a good story."

If Mr. Wilson had been looking for facts, he would have contacted Roosevelt's AAUP chapter, and he would have learned that RU's AAUP declined to be part of Douglas Giles' effort when approached by the Roosevelt Adjunct Faculty Organization, the union representing part-time instructors. Roosevelt's AAUP chapter has been unwavering in its support for RAFO since its organization and continues to be so; our executive committee in this case was concerned by the aggressive tactics being deployed on Mr. Giles' behalf and intentionally distanced itself.

Further, if Mr. Wilson had contacted Roosevelt's AAUP, he could have learned that Susan Weininger, the depart-

ment chair whom Mr. Wilson dismisses as "an art history professor" looking for "a convenient excuse to get rid of a politically troublesome instructor" is a current member of AAUP and has been for 15 years.

Instead, Mr. Wilson built a story around one source who talked, at length, with lots of collateral sources available to back him up. And conveniently enough, the other side in the case, the university and Professor Weininger, were told by their legal counsel *not* to speak about the case.

Nothing could have been easier. The story practically wrote itself: a tale of one man fighting a university, saved only by his union's tireless efforts on his behalf. No nuance required.

If only good journalism were actually that easy. It's not, though, and those of here who had assumed that articles in *Illinois Academe* were based on solid reporting and substance are rethinking. We will see your articles in future issues in future issues in a different light.

Let me recommend another mantra for Mr. Wilson. He might consider it the next time someone comes to him with a story that seems too good to be true. I believe it's from Journalism 101: "If your mother says she loves you, check it out."

Linda Jones
Executive Committee member, RU-AAUP
Chair, Department of Communication
Roosevelt University

Sharon Grant
President, RU-AAUP
Chair, Department of Teaching and Learning
Roosevelt University

LETTER TO THE EDITOR

An Open Letter to the Lewis University Community (February 15, 2008)

As a result of actions taken by representatives of Lewis University, against *The Flyer*, numerous members of its editorial staff have resigned. The resigning members felt that their ability to function as journalists was impeded upon by university officials who sought to prevent information from being released by *The Flyer*.

First, we would like to thank the university community that has been extremely supportive of our publication. We've grown, both personally and professionally, and this could not be done without student and faculty support. Even when reporting on events that are negative in nature, the student body has been extremely supportive of our information gathering and news presenting practices. For that, we can not express our gratitude enough.

It is of the opinion of the resigning students that *The Flyer* is to function as an independent publication reporting on the events and happenings at Lewis University. In no way should *The Flyer* be a steward of the university's image, nor should it consider such image problems when reporting on stories. To do so would designate *The Flyer* as a newsletter and not a newspaper; as a tool used for publicity rather than for reporting news.

Sometimes, bad things happen and *The Flyer* should be able to report on them. We believe that as a newspaper, it is our role to provide information, popular or unpopular, offensive or not, factually and accurately to the university community. However, there have been numerous steps taken by the university to undermine the independence of the student editorial staff.

First, the resigning members of the editorial staff would like to apologize to Matthew Gardner, whose arrest was reported in these pages. Since publishing his name, the university has sought to prevent *The Flyer* from publishing the names of individuals involved in misdemeanor, felony, or civil legal proceedings.

Because the university owns *The Flyer*, it can prevent such reporting when they feel fit. We did not report on numerous arrests because we felt we could not accurately report the arrests without also publishing the names. There have been arrests for various drug related crimes, an arrest for battery, a citation issued in relation to pedestrian struck by a car, and a fight.

Therefore, Matthew Gardner is the only person whose name appeared within *The Flyer* in relation to a crime com-

mitted on campus, despite others who have been arrested by local police. We have been told explicitly that, following the initial report, the names of students arrested cannot appear in *The Flyer*.

We have also held back a story about a university trustee who is involved in ongoing civil legal proceedings with a government agency. We have been told that to publish the story, it would have to be cleared with university officials. We feel that this is a move that undermines the purported independence of a student publication. As a matter of principle, we feel articles should not have to be cleared with university administrators.

Finally, as many of you know, a black history month flier was defaced. In reporting this, an internal discussion began regarding whether or not to reprint the slur as it appeared on the defaced flier. The editorial staff came to the conclusion that it would be responsible reporting.

In an attempt to measure audience response to reprinting the word, members of the staff met with the Black Student Union, various university officials, and spoke with other student leaders. While it was clear that students found the word offensive, and various points were made both for and against publishing the word, the editorial staff felt that in light of the discussion with the Lewis community, we would publish the word as it appeared on the defaced flier.

We feel that the situation was handled professionally but the university felt otherwise, and has prevented us from presenting the word as it appeared.

In resigning, we are taking a stance that is in alignment with our morals and ethics, and to our interpretations of our Lewis University education. We don't feel we can continually serve the news needs of the university population with such rules laid before us. Rather than break the rules we've been given, we've chosen to not participate in the production of *The Flyer* at all.

The Flyer will continue its operation and continue serving the needs of the university population without some of its most senior editors. For the sake of the editorial staff that has remained, we ask for your continued support.

Respectfully,
Pete Nickeas, Editor-in-chief
Erin Devers, Senior layout editor
Mike Howlett, Opinions editor

LETTER TO THE EDITOR

TIAA-CREF and Social Responsibility

Dear Friends,

It's morning in America—do you know where your 401K or pension fund assets were last night?

Would it upset you to know that TIAA-CREF—the nation's largest retirement fund, with over \$400 billion and three million participants—is a major investor in Wal-Mart, Nike, Rite Aid, and Coca-Cola. Millions of TIAA-CREF investors are contributing their money to support these companies and their abusive human and labor rights practices.

Yet TIAA-CREF says it provides financial services "for the greater good." The Walton family has received the greatest good from TIAA-CREF's irresponsible investments.

In 2007, the 600,000 member New York State United Teachers (NYSUT) and 1.4 million member American Federation of Teachers (AFT) passed resolutions critical of TIAA-CREF's continued investment in these companies (see below). Educators and those working along-side them have spent careers trying to help students learn the truth about the world around them. The truth is that TIAA-CREF continues to invest funds in these corporate bad actors.

It's time for faculty, staff, organizations, and citizens across America to tell TIAA-CREF that it must use its considerable shareholder power to influence Wal-Mart, Nike, Rite Aid and Coke for the better—or stop investing in them.

We've influenced TIAA-CREF on issues of social responsibility in the past and can do so again with your help. What can you do? Here are three actions you can take:

1) Turn up the heat on TIAA-CREF to truly invest for the "greater good." Help us educate faculty/staff/organizations you know—and nationwide (distribute this message widely). Whether you have money invested in a TIAA-CREF account or not—email the below message to CEO Herbert Allison at Hallison@tiaa-cref.org, and send a copy to: trustees@tiaa-cref.org. Also leave the same message in a phone call (800-842-2733 or 212-490-9000 and ask for CEO Herb Allison).

"I am concerned about TIAA-CREF being a major investor in Wal-Mart, Nike, Rite Aid, and Coca-Cola, companies involved in abusive human and labor rights practices. I want TIAA-CREF to put these corporations on notice that if they don't clean up their bad practices, that TIAA-CREF will find other companies to invest in."

Let Allison know if you are in the TIAA-CREF system; and if you are able to do so at your institution and feel strongly enough, say that you (or your whole school/organization) will withdraw money from TIAA-CREF if it doesn't engage or withdraw from these companies.

2) As a faculty/staff/organization, send a letter to TIAA-CREF and/or pass a resolution concerning the companies and send it to: Herbert Allison, CEO, TIAA-CREF, 730 Third Avenue, New York, NY 10017.

3) Write a letter to the editor of your school, local, or a national newspaper that "friends don't let friends invest in TIAA-CREF" because of their large holdings in these corporations.

Yours,

The Make TIAA-CREF Ethical Coalition
(www.makeTIAA-CREFethical.org)

Scholars in Peril

**Ninety-fourth Annual Meeting of the AAUP
June 12–15, 2008
Omni Shoreham Hotel, 2500 Calvert St., NW
Washington, DC 2000**

Featured Speaker: Adam Habib, deputy vice-chancellor of research, innovation, and advancement at the University of Johannesburg in South Africa. He has repeatedly condemned terrorism and has urged governments to respond to the terror threat with policies that are consistent with human rights norms and the rule of law. Until the United States government suddenly revoked his visa in October 2006 without explanation, he never experienced any trouble entering the United States; in fact, Habib lived in New York with his family for years while earning a PhD in political science from the City University of New York. Professor Habib will speak on the history and status of academic freedom in South Africa.

Special Panels of Interest: "Retiring with Health Security": a look at alternative plans for funding postretirement medical insurance; and "Fair Use": publishers and librarians examine fair-use policies and their application in the academic world.

For more information and to register, go to www.aaup.org.

Write to *Illinois Academe*

Write us a letter, express your opinion,
or submit an article or a book review.

Email editor John K. Wilson at collegefreedom@yahoo.com.

Higher Education Budget Proposed

By Leo Welch

The Illinois Board of Higher education at its February 5, 2008 meeting in Springfield presented the FY09 budget recommendations.

IBHE chairwoman Carrie J. Hightman indicated that this budget represents a new approach to funding colleges and universities, student aid, and operations and grants programs.

Instead of presenting a single funding request to the Governor and General Assembly the proposed budget contains a series of "investment steps" giving legislators choice of a funding level. The initial funding level choice of the budget for university operations and grants at step 1 is a 0 percent increase from the FY08 adjusted appropriations; step 2 is a 1 percent increase; step 3 is 2.7 percent; 5 is 6.7 percent increase.

The rationale for this approach, according to Hightman, is: "By presenting various investment levels linked to state priorities, the Governor and General Assembly will have a more complete and informative portrait of the financial needs of colleges and universities."

The IBHE has also identified five major FY09 budget priorities. They are:

- Improving college affordability.
- Enhancing faculty and staff salary support.
- Addressing student pipeline issues: access, success and diversity.
- Protecting the state's investment in college and university facilities.
- Addressing state workforce priorities: nursing.

IBHE Appointee Sparks Controversy



By John K. Wilson

The appointment of Jay Bergman to the Illinois Board of Higher Education (IBHE) in December 2007 has sparked criticism about his views, the pollution committed by his company, and the large donations he has given to the man who appointed him, Gov. Rod Blagojevich.

Bergman has donated \$42,000 to Blagojevich's campaign since 2002, which appeared to be his primary qualification when he was appointed by Blagojevich to the board of trustees at Illinois State University. Accusations against Blagojevich have drawn front-page headlines as Tony Rezko goes on trial for breaking the law in his campaign contributions to Blagojevich and influence peddling with friends he arranged to have Blagojevich appoint to state boards.

Jason Wallace, Executive Chair of the IBHE Student Advisory Committee and a Green Party candidate, declared: "Governor Blagojevich has only taken actions that are self-serving and not in the best interest of the citizens of Illinois, and this appointment is just the latest example. Public education is a public good. In Washington and in Springfield, I and other Greens will work to fill the funding shortfall that we have repeatedly seen from this administration."

Bergman is the owner of Petco Petroleum, which was found liable in 2006 on 16 counts of water pollution by the Illinois Pollution Control Board and fined \$135,000. Earlier investigations of pollution by Bergman's company had delayed his appointment to the board of Illinois Student University.

Bergman's views have also drawn controversy. In 2006, when ISU's Student Environmental Action Coalition protested Bergman's reappointment, Bergman declared: "From what I understand they are so far to the left they make Jane Fonda look like Ronald Reagan. Their concern is to promote a radical leftist agenda, I just happen to be their target this year." After his appointment, Bergman told reporters that "the universities have to be run more like a business and I think that is what the Illinois Board of Higher Education has to encourage."

The governor has stated on more than one occasion that nursing education is a priority. To show how these investment steps function in regard to priorities one would look at an example such as Eastern Illinois University FY 2009 operations budget. Funding of nursing programs is not included in steps 1-3 but appears in step 4 which would include an overall 4.5 percent increase for the university. The assumption is that if the General Assembly wishes to fund nursing as a priority, they would fund EIU at a step 4 level.

I doubt if either the Governor or the General Assembly will buy into this approach. By proposing a flat budget in step 1 the IBHE set up a situation of no budget increases. This is exactly what happened in the Governor's Budget Address of February 20, 2008, when it became apparent that funding for higher education would remain at the FY 2008 levels even though the General Assembly approved additional funding last year. The governor's new budget would, in effect, cut higher education by \$11 million dollars.

The public colleges and universities with few choices to maintain a viable revenue stream except for another round of tuition increases or for some of the public community colleges local district tax increases.

As the state support for higher education continues to decline, the affordability for Illinois students continues to be an increasing problem. According to IBHE data tuition and fees increases from FY 1996 - FY 2006 are as follows:

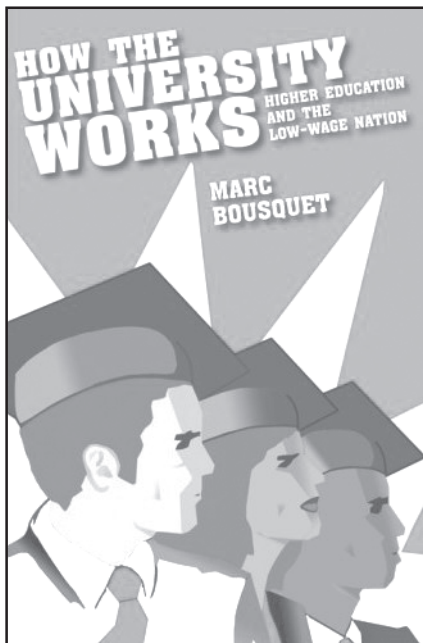
· Public Universities (entering students)	115.7%
· Community Colleges	75.2%
· Independent Institutions	72.1%

BOOK REVIEW

Reviewed by John K. Wilson

Marc Bousquet's new book, "How the University Works," provides a refreshing look at higher education, freed from the abstract ideals that so rarely describe how colleges actually operate. Bousquet loves to point out the wide gap that exists between the rhetoric of the ivory tower and the reality of how money impacts the university. Bousquet views higher education from the bottom up, focusing on the students burdened with debt and jobs, the adjunct faculty members exploited to balance the budgets of high-paid administrators, and the graduate students who face a gloomy job market with more temps than tenure facing them in the future.

Bousquet provides a deep understanding of how academic labor operates. He sees the importance of the academic union movement, but also understands how even unionization has failed to defeat the overwhelming movement of universities toward corporate management theories. For Bousquet, the market-oriented approach to higher education hasn't just failed the workers who are exploited by the low wages of academia; the corporate model has also betrayed the ultimate values of what a university must stand for. The alternative, a knowledge society rather than a knowledge factory, is the goal we must pursue.



CHAPTER UPDATE: UNIVERSITY OF ILLINOIS AT SPRINGFIELD

Issues Concerning Faculty Salary Equity: AAUP Salary Report

On October 5th, 2007 the UIS Chapter of the AAUP sponsored another of our "AAUP Forums" addressing the issues concerning faculty salary equity. John Curtis, director of the Department of Research and Public Policy of the national office of the AAUP, returned to our campus to lead this discussion, comment on the recently published AAUP salary report, and critique the campus salary equity (internal) model that has been in use for the last two years. Approximately 25 faculty attended this forum and another 15 attended a luncheon and a morning meeting with the senate budget and planning committee and the campus salary equity committee.

Dr. Curtis led the UIS faculty in a discussion of equity considerations for a changing faculty. He provided an overview of the consequences of higher education's success in promoting innovation and providing access to student population. He suggests that these successes have led to changing expectations. Specifically it has led to society expecting a "return on its" investment and a number of social objectives concerning equity, diversity and economic development. However, at the same time higher education has seen a steady decline in public funding and increased calls for accountability. The impact of all of this is found mostly in the "non-elite" institutions where we have seen an increase in the use of contingent faculty, heavier teaching loads, increased expectations for working with students and institutional prestige directly related to the amount of external funding it obtains. As a result there have been shifting expectations for research, teaching and service at the individual faculty level and a culture that reinforces the "individual deal" between faculty and institution.

In summarizing trends found in the latest AAUP salary report he notes the following trends:

- * Enrollment of women continues to climb.
 - * Women faculty are more likely to be in part-time positions.
 - * Among full-time faculty, women are more likely to be in non-tenure-track positions.
 - * Women are underrepresented at the full professor rank.
 - * At all types of institutions, women full-time faculty earn less than their male colleagues at the same rank. Overall, women faculty earn about 80% of what men earn.
 - * Among full-time faculty, slow diversification over the last thirty years (1975-2005). Slightly more than 20% of FT faculty are minority in 2005.
 - * Most rapid growth in FT ranks is among Asian (2.2% to 7.2%) and Latino (1.4% to 3.6%).
 - * Also a growing number of non-resident alien faculty.
 - * Asian faculty are much less likely than other US citizen groups to be employed part-time.
- He encouraged the UIS faculty to consider the following in a critical examination of the UIS salary equity model:
- * Do you have one faculty? Or does one segment of the community contribute more than others?
 - * Despite a predictive model, is there some criterion that determines who gets equity adjustments?
 - * How have we defined market?? Does CUPA data reflect market?

Finally, he suggested that in implementing equity, systematic analyses calls for systematic remedies. This means that we must "unearth" underlying sources of inequities: initial salary; individual bargains (merit, determining "market," outside offers).

The IBHE Budget: A Stop Forward

By Ken Andersen

For the last several years IBHE seems not to accept an advocacy role for the needs of higher education. This year marks a partial reversal. They have provided a budget recommendation (I suspect to the displeasure of the Governor) that provides for a series of steps in terms of increase and a demonstration of what that could do to help the state to prevent its decline in the coming decade.

The budget battle will be severe, what with the shortfall in this year's budget to be overcome, and the urgency of the pension systems with a big ramp-up set this year.

Never been a more important time for us to be in contact with our legislators and to mobilize public support for the needs of higher education if it is to serve the citizens of the state to the degree that it can and should.

This trend is pricing student out of the opportunity for higher education and does not bode well for the future of the State of Illinois. Legislators will argue that they support higher education, but they will also ask "where is the revenue?"

Several Labor unions and education coalition groups are attempting to answer the question by calling for a modest increase in the state income tax. This proposal will again be sent to the General Assembly and the Governor to help fix education funding in Illinois.

The chance of a tax increase in an election year, however, is probably dead on arrival.

So once again higher education is facing declining state support even though both legislators and the public are expecting increasing performance of higher education.

DVD REVIEW

Reviewed by John K. Wilson

Evan Coyne Maloney's new movie, "Indoctrinate U," is probably the best documentary ever made about higher education. That fact makes the numerous biases, distortions, and omissions of his work all the more disappointing. But these errors aren't all Maloney's fault; instead, his documentary reflects the mistakes of right-wing critics who often promote false stories or provide one-sided analysis.

What makes Maloney's movie so good is the application of Michael Moore's techniques to the realm of free speech and colleges. Certainly, nobody has ever made such an entertaining documentary about higher education, as Maloney makes effective use of his sarcastic voiceover, fast pacing, and putting himself in front of the camera as he demands answers, in person, from wary administrators who, over and over again, refuse to speak with him.

Maloney even echoes Moore's autobiographical tilt about Flint, Michigan in "Roger and Me" with his own story about being the son of activists who protested for campus liberty as part of the Free Speech Movement. Maloney concludes: "Somewhere along the way, the Campus Free Speech Movement got killed by university regulations." Actually, the Free Speech Movement got started because of university repression, and the fight continues to this day, although many of the battles have been won. Maloney claims, "Academia today isn't a marketplace at all. It's a monopoly. But it wasn't always like this." All of Maloney's nostalgia to the contrary (and it's amusing to see conservatives embrace the campus liberatory movements of the 1960s), liberty on campus is far better protected today than it's ever been.

Maloney is also guilty of some of Michael Moore's flaws, such as using selective editing to mock those he disagrees with. He takes Noel Ignatiev's theories about whiteness and reduces him to a series of two-second edited clips mangled together, trying to make him look foolish. It only makes Maloney look bad, since he seems unwilling to engage intellectually with a theory he doesn't like and even appears to suggest that thinkers like Ignatiev should be banished from academia since Maloney is annoyed that such ideas are considered "completely legit."

But the bulk of "Indoctrinate U" involves speaking with conservative critics of academia and some of the victims of repression on campus. The movie begins with a very odd example: David Clemens at Monterey Peninsula College complains about a form that asked professors to "include a description of how course topics are treated to develop a knowledge and understanding of race, class and gender issues" in a questionnaire about new classes submitted for approval. Clemens calls this an "affront to any notion of academic freedom." Actually, it's only an affront to the rather odd notion that academic freedom protects professors from questionnaires. Yes, it is silly to ask about diversity issues in a new math class. But silly questions on pointless forms aren't exactly the height of repression on campuses. Approval for Clemens' cinema class on future technology was delayed for a few weeks because he refused to fill out the question, but he was allowed to teach the class (along with another one bizarrely titled "Literature By and About Men") without any censorship.

After this strange start, Maloney quickly finds solid ground with a series of disturbing examples of suppression of free speech on college campuses. There are many quite real cases of censorship profiled in Maloney's film, such as Steve Hinkle a student at Cal Poly who went through Orwellian trials for hanging flyers for a conservative speaker in the multicultural center, and eventually won a court ruling against the college. Maloney rightly criticizes obnoxious students at the University of Michigan during a speech by affirmative action critic Ward

Indoctrinate U.

Connerly, pointing out that "throughout his speech, he was repeatedly shouted down." Yet there is not one word about the movie about the numerous cases of left-wing speakers who have been shouted down, disinvited, or even banned from various campuses.

Maloney devotes a great deal of screen time to the case of Lydia Brodeur, who was a student at Michigan State harshly criticized in class by a professor because she wrote a letter to campus newspaper opposing affirmative action. But does Maloney propose to punish professors who dare to criticize the views of students? Does Maloney agree with Brodeur's mother who says, "It wasn't right in any way for me to pay for his political podium"?

In the movie, David French, formerly head of FIRE, cites a case at Indian River Community College where administrators refused to approve the showing of Mel Gibson's movie, "The Passion of the Christ" but failed to ban a theatrical production called "F**king for Jesus." This story is meant to show a double standard against conservatives. In reality, it reflects the conservative censorship at many campuses which try to protect students from adult content by banning R-rated movies. Maloney doesn't mention that the administration at first apologized by saying they would have banned the play if they had known of the content, before they finally agreed to protect free speech for everyone.

Maloney points out the case of Yale Free Press, one of many conservative newspapers that deals with leftist idiots who try to throw out copies of their publication. Yet Maloney never mentions that there are also cases of liberal newspapers facing censorship by theft without help from the administration. I've personally experienced a student who asked to look at the progressive newspaper I was holding, threw the newspapers in the trash, and announced that he and his friends had the right to throw out our newspapers anytime they wanted, after which he spelled his name for me. The administration did nothing about it. We need to defend all newspapers against censorship, but it's simply dishonest to suggest that only conservative ideas face repression.

Maloney shows Brooklyn College professor K.C. Johnson, who says, "I was attacked for teaching fields that are perceived as conservative" such as diplomacy and intellectual history. But that's far from the whole story. Johnson was wrongly denied tenure (before being reinstated by the trustees), but the cause was "collegiality," not ideology. The key factor, I believe, was that he publicly exposed the sexism of his chair who wrote about wanting to hire "some women we can live with, who are not whiners from the word go or who need therapy as much as they need a job."

Anne Neal of the American Council of Trustees and Alumni (ACTA) tells Maloney about a survey they did: "A significant percentage of students complained that politics was being introduced into their classroom....49% of the students said that politics was introduced in class even when it had nothing to do with the subject." But ACTA never asked students about their personal experiences; instead, students were asked to speculate on whether "some classes" on their campus had political views presented. Aside from Anne Neal's inability to understand survey research, there's a bigger issue here: There's nothing necessarily wrong with introducing politics in class. Does Maloney support the idea of thought police monitoring classes to ban any views deemed "political" from being expressed?

The documentary features a Kuwaiti student at Foothill College, Ahmad al-Qloushi, who claimed that because he wrote "a pro-American essay," he was called into his professor's office, berated for defending America, and told to seek psychological counseling. But Maloney doesn't mention that the professor has completely denied this rather implausible charge, and gives a much more believable story: the student failed to turn in the mid-term on time, failed to address the assigned question in his final exam essay, and then discussed his worries as an excuse, upon which the professor reports recommending that he get some counseling. Even conservatives such as James Joyner who read the "pro-American essay" said that it was "an incredibly poorly written, error-ridden, pabulum-filled essay that essentially ignores the question put forth by the instructor."

Maloney doesn't mention the case of Michael Wiesner, a liberal student at Foothill College who believes that a conservative professor gave him a bad grade for his views and then retaliated against him further by lowering his grade from a D to an F because Wiesner filed a complaint about the grade. The professor wrote to Wiesner sarcastically, "Thank you also for bringing this to the attention of the Dean." It's the height of deceptive filmmaking when an implausible story of left-wing political bias at a college is pushed without contrary views while a highly plausible story of right-wing bias at the same college is ignored.

The story of al-Qloushi is even more troubling, because Maloney actually complains that the college failed to censor a flyer criticizing him: "Clearly, Foothill College wasn't going to do anything about these flyers." Maloney is trying to draw a contrast with cases such as DePaul University, where the College Republicans were wrongly banned from posting flyers against Ward Churchill. But he doesn't mention all of the cases like Hampton University, where the administration actually punished students for handing out anti-war flyers on campus. Does Maloney want censorship at Foothill College? One of the lines spoken by Maloney in this documentary needs to be directed back at him and the conservative movement: "Maybe they only wanted freedom for their own speech."

The hypocrisy and one-sided nature of "Indoctrinate U" is most evident in this mention of University of Colorado professor Ward Churchill: "While Ward Churchill is raking it in on the collegiate speaking circuit, not everyone who visits campus finds it nearly as welcoming." It's odd for Maloney to cite Churchill, since he's suffered far more punishment than any of the conservatives cited in the movie. Churchill was targeted for firing by leading politicians, had his tenure and job revoked, and was banned from speaking at Hamilton College, Wheaton College in Massachusetts, the University of Oregon, and Eastern Washington University. The Wisconsin legislature even ordered the University of Wisconsin at Whitewater not to allow Churchill to speak. Is this Maloney's idea of "welcoming"?

Maloney claims, "With the help of their professors, student protests are driving military recruiters off campus and are shutting down training programs like ROTC." Maloney is right to criticize three cases of vandalism against ROTC buildings and a military recruiter's car. And he's right to ask, "don't the rest of the students have the right to seek employment wherever they choose?" Yes, but don't students have a right to engage in protest against military recruiters? That's been in question at George Mason

University, Holyoke Community College, City College of New York, where students have been arrested for peaceful protest against military recruiters. In one case, Maloney gets the story wrong: Maloney reports at San Francisco State, there was "a student mob" at a job fair and "the entire job fair was shut down," complaining that "the administration did not intervene." In reality, students protested peacefully but loudly at the job fair, as was their right, and the administration banned the protest, arresting 10 students without warning and then banning them from campus without a hearing.

Maloney cites real cases at Lehigh University, Arizona State, and Central Michigan University where administrators after 9-11 wrongly objected to the display of the American flag out of some bizarre fear of offending foreign students. But he doesn't mention that in every case, the decision was quickly reversed. Nor does he mention that antiwar activists got in trouble for hanging their own American flags upside-down as a sign of distress. At Wheaton College in Massachusetts, students received death threats, a brick through their window, and a small fire on their lawn. At Yale University, conservative students tried to break into the dorm room of a student with an upside-down flag. At Grinnell College, two students were threatened with arrest for the upside-down flag in their dormitory window. Missouri legislators even cut \$500,000 from the University of Missouri budget in retaliation for a campus-based TV station where the news director told newscasters not to wear any patriotic ribbons or other symbols during newscasts. Once again, Maloney only tells part of the story on campus.

Maloney points out, "No university administrators were harmed in the making of this film." That's not quite true: Maloney has harmed their credibility by exposing the bad decision-making and repressive tendencies that emerge from unchecked power. In this, his movie does a valuable service, warning us of the danger of unaccountable administrators who suppress free expression on campus. But when he tries to present these highly-paid managers as the forces of left-wing radicals, Maloney misses the story completely by simply ignoring all of the evidence contrary to his position.

With "Indoctrinate U," Maloney has produced an entertaining, thoughtful, and most of all accurate depiction of the conservative critique of academia. And that's what should be so alarming to us, for two reasons. First, the refusal of conservatives to acknowledge the repression of liberal views on campus is worrisome, all the more so because so many on the right are leading the campaign to expand campus censorship. It's not clear if Maloney doesn't care about these efforts to banish political speech, or if he actually endorses them.

But we should be equally concerned about the failure of so many liberal academics to acknowledge the real suppression of conservative (and other) ideas that does occur on college campuses. Too many opponents of the right-wing attacks on academic freedom seem to think that the best way to defend campuses is to deny (or avoid talking about) repression on campus. And some on the far left are as bad as their right-wing counterparts in urging censorship for ideas they don't like.

Maloney is right when he concludes the movie with a call for "a movement to support intellectual diversity and genuine tolerance." The question is, does Maloney mean a movement supporting intellectual freedom for all, or does he embrace certain conservatives who want to silence left-wing views they disagree with? The failure of "Indoctrinate U" to answer this fundamental query is perhaps its greatest flaw.

For all its flaws, "Indoctrinate U" deserves a wide showing on college campuses. Every college should show this movie to its administrators, faculty, and students, and use it as the start (but not the end) of a conversation about the state of freedom on campus.



Filmmaker Evan Coyne Maloney Replies:

By Evan Coyne Maloney

I appreciate the thorough and thoughtful analysis of my film *Indoctrinate U* by John K. Wilson. It is good to be having this discussion about the state of academia, and one of my hopes in making this film was that it would bring this debate to a much wider audience. Academic insiders are already aware of these issues, but the public at large is not.

Mr. Wilson has some strong critiques of my work, and I must say that given his perspective as someone who's been involved in academic battles himself, I can understand some of his complaints. But where I have a fundamental disagreement is that he makes some rather broad assumptions about why I covered certain things and not others.

In effect, Wilson seems to be criticizing me for not making the film he would like see about academia. What's worse, without understanding my rationale for choosing the footage I did, he accuses me of making a film with "numerous biases, distortions and omissions."

If I'm being charged with having a bias, then I plead guilty. Like anyone else, I have my own perspective that colors the way in which I see the world. And when I convey my view of the world (or anything in it) to other people, my communication will by definition be infused with my own biases. There is simply no way around this; any message carries with it something personal, something reflective of its originator.

But I believe being up front and honest with people about my personal perspective is preferable to the hiding behind the cloak of claimed objectivity. In the name of objectivity, media outlets require reporters to be evasive, telling them to refrain from making political contributions or revealing too much about their own views. Of course, acting this way does not mean that a reporter has no opinions; it just means that those opinions are hidden from the public, making it harder to consume a journalist's work with full awareness of the worldview that influenced the creation of that work.

So, in the interest of full disclosure, it is true that I consider myself a libertarian-style conservative. That is my personal bias.

But Wilson's implication that I deliberately distorted facts in order to deceive viewers is not only completely without merit, it's not even supported by Wilson's own claims.

First, he states that "liberty on campus is far better protected today than it's ever been." This is a rather astonishing statement that Wilson makes without citing any evidence at all. If this assertion reflects Mr. Wilson's own personal view, then it explains his overall take on my film.

The Foundation for Individual Rights in Education, which defends students and professors against infringements on their free speech and free thought rights, receives hundreds upon hundreds of reports each year in which those rights have been trampled. And an overwhelming percentage of schools surveyed by FIRE have "speech codes" on the books that can be—and often are—used to punish rather tame speech.

To whatever extent liberty on campus is protected at all, it is usually by people who refuse to be pushed around and through the vigilant action of external groups like FIRE. Go to FIRE's website at thefire.org and you'll see new cases cropping up regularly.

Wilson also says, "[Maloney] takes Noel Ignatiev's theories about whiteness and reduces him to a series of two-second edited clips mangled together, trying to make him look foolish. It only makes Maloney look bad, since he seems unwilling to engage intellectually with a theory he doesn't like and even appears to suggest that thinkers like Ignatiev should be banished from academia since Maloney is annoyed that such ideas are considered 'completely legit.'"

In no way did I suggest that Professor Ignatiev should be banished from academia.

Mr. Wilson should know better than to charge something he knows he can't back up. In fact, when Professor Ward Churchill came under fire for comments that I personally found quite reprehensible, I publicly argued in favor of his free speech rights, saying that his statements should not cause him to lose tenure. A quick web search would have revealed that fact, but Wilson seems to prefer assuming he knows how I think rather than actually finding out.

It is true that Churchill ultimately lost his job, but his firing was due to the impressive volume of academic fraud he committed. I recognize that this fraud may never have been uncovered if it weren't for the attention generated by his controversial comments. But that doesn't prove Churchill was fired for his statements, it just proves that if you're engaging in wholesale fraud, it would be wise not to call too much attention to yourself. Wilson's assumptions about why Professor Ignatiev's footage was in-

See the Movie For Yourself:

Download *Indoctrinate U*. (\$9.99 for the MPEG-4 and \$12.99 for the Virtual DVD) by going to the documentary's website, <http://indoctrinate-u.com/>

cluded in the film are also wrong. Ignatiev himself notes that, despite a career of making controversial statements like "my concern is doing away with whiteness," he "can't think of any examples where [his statements have] provoked political censorship."

Well, contrast that with the other people in the film who engaged in much more mild speech, and you'll understand why Ignatiev's statements were included: not to criticize his views, but to illustrate the double-standard in academia.

Mr. Wilson's commentary is rife with similar misunderstandings. The film begins with Professor David Clemens, who describes a (since rescinded) requirement that every course at his school must include discussions of race, class and gender.

Clemens explains that this applied to classes in all subjects—math, physics and even ornamental horticulture—and criticizes the requirement as "an affront to any notion of academic freedom." The affront is obvious: in effect, the school was saying, "you're free to teach whatever and however you want, as long as you somehow relate it to race, class and gender politics." Even classes about plants!

Because of this requirement, professors proposing new classes had to fill out forms indicating how such topics would be brought up in class. This is where Wilson completely misses the point. Instead of addressing the fact that professors were required to inject into their courses political topics that had absolutely nothing to do with the subject matter, Wilson casts it as merely an issue of paperwork, stating, "Actually, it's only an affront to the rather odd notion that academic freedom protects professors from questionnaires." The paperwork wasn't the issue, the course requirements were. But Wilson's convenient obtuseness allows him to ignore that point altogether.

Similarly, Wilson misconstrues comments by Professor K.C. Johnson in which the professor refers to a "purge" in his department at Brooklyn College. Wilson is mistaken in thinking that Professor Johnson's tenure battle can be reduced to the one issue he cites, which wasn't the issue I was raising in the first place. A number of things happened in Professor Johnson's department over the years, one of which was an attempt to purge students from his classes.

Professor Johnson's history classes were popular with students, but they were more traditionally-focused than those of his colleagues. Johnson, you see, is another one of those radicals who believes that there are other ways of looking at the world than through the ever-present lens of race, class

and gender. After Johnson's differences with his colleagues became problematic, people in his department figured out a way to retaliate against Johnson using his students as pawns. If enough students could be removed from Johnson's classes, his classes could be shut down.

Prerequisite requirements that hadn't been enforced for years were suddenly being enforced against Professor Johnson's students—and only Professor Johnson's students—forcing those students to drop his class and lose the necessary credit for the semester. This political battle among professors ended up putting students in jeopardy of not graduating.

Dan Weininger, one of Professor Johnson's former students who appears in *Indoctrinate U*, described this purge in great detail during our interview, but it didn't make the final cut of the film. Nonetheless, when you look at all the facets of Professor Johnson's battles at Brooklyn College, you see that the "uncollegiality" charge was just a legal fig-leaf.

Thanks to advice from an attorney within the college, Professor Johnson's antagonizers soon realized that the cleanest way to get rid of him would be to accuse him of uncollegiality, a charge so nebulous that it's impossible to defend against. Ultimately, it worked, and Professor Johnson was denied tenure. But the evidence showed that it was Professor Johnson's critics who acted the most uncollegial of all, something the Board of Trustees of the City University of New York clearly recognized. As the controlling entity of Brooklyn College, the Trustees saw the injustice done to Professor Johnson, and took the unusual step of reversing his denial of tenure, an action the Trustees hadn't taken in decades.

Wilson also talks about the case of Ahmad al-Qoloushi and argues that the paper he submitted to his professor was deficient. That may be; the film made no claims about the quality of his work. But even if he handed in the most poorly-written paper in the history of mankind, it should not result in the professor doing what al-Qoloushi alleges. There are proper academic remedies for poor work, and ordering a student to see a school psychologist under the threat of losing his visa and being thrown out of the country is not one of them.

Later in his commentary, Wilson characterizes protesters at San Francisco State as behaving "peacefully" in an incident shown in the film. Yet, a number of times in this scene, students can be seen throwing objects at recruiters for the Army Corps of Engineers. If this footage looks "peaceful" to Mr. Wilson, then I wonder what his idea of a riot is. Also, while other protests at SFSU may have led to arrests—San Francisco State is one of the more radical campuses in the country—nobody was arrested during the protest shown in the film. Given what is captured on camera, I think a few arrests would have been entirely justified.

Wilson spends the rest of his piece citing anecdotes showing that left-of-center folks sometimes have their rights suppressed in academia. This is undoubtedly true, and it is a point that is explicitly stated in the film. Wilson claims evidence of a student who was apparently graded poorly because of his viewpoints. We stayed away from delving into grade dispute cases because assigning grades is a subjective process and proving malfeasance on the part of the professor is difficult.

If Wilson's point with these anecdotes is that liberal students and professors are sometimes mistreated in academia, then he's right. It happens, and when it does, it isn't fair, and I don't like it. But if that's Wilson's point, then he's rebutting an argument I never made. Ultimately, these counter-anecdotes do nothing to refute my actual argument, which is that there's an overwhelming double-standard regarding speech on cam-

pus, and most often (but not always) right-of-center thinkers are the ones who have their rights curtailed. The problem with Wilson's argument is that its intent seems to be to convince the reader that there is no ideological slant in academia. You'd have to ignore an awful lot of evidence—only a tiny subset of which I present in the film—to reach that conclusion.

To ignore the ideological slant that causes the selective application of justice on campus would be to distort the truth in the very way that Wilson accuses me of doing. Pretending that campuses reflect the 50%/50% red/blue split of the rest of the country, which is what Wilson seems to want me to do, would be the biggest distortion of all. Near the end of his piece, Wilson asks, "does Maloney [support] intellectual freedom for all, or does he embrace certain conservatives who want to silence left-wing views they disagree with?"

Why Mr. Wilson believes I only favor free speech for folks I agree with is beyond me. The film is quite clear. In fact, Wilson obviously recognizes my support for free speech in the abstract: the film cites (the non-violent aspects of) the 1960s campus free speech movement in a positive light, but Wilson minimizes this, saying "it's amusing to see conservatives embrace the campus liberatory movements of the 1960s."

So I find it odd that Wilson ends his piece wondering if I'm actually "supporting intellectual freedom for all" when in his third paragraph, he acknowledges—but mocks as "amusing"—an indication of my support for that very thing. I didn't think it was at all ambiguous, but perhaps I can be more clear: suppression of ideas and attacks against free thought are tyrannical, and it is something I would oppose regardless of whether the ideas are ones I believe myself.

And if campuses were dominated by folks who only agreed with me, the problems in academia would probably be about the same, just with a different set of targets. The real enemy is groupthink, and the tendency to succumb to groupthink is a human failing that's not limited to any particular point on the political spectrum.

Which is exactly why free speech in the abstract is so important. Even if your favored group is in power now, you should remember that change is the only constant through human history. Every monopoly eventually crumbles, and some day, people who disagree with you will end up with power. So, if only out of pure self-interest, do everything you can to foster and preserve respect for free speech. Because if you sanction an environment in which speech and thought can be punished, you empower censors who may some day use that power against you.

Recently, I worked with FIRE and fellow documentarian Andrew Marcus to produce a video covering the case of Hayden Barnes, a student at Valdosta State University who was expelled for protesting the environmental impact of a planned parking garage on campus. (The video will likely be available online by the time you read this. Also, Hayden's expulsion has since been overturned, thanks in no small part to FIRE and their work on his behalf.)

Hayden and I come from very different places on the ideological spectrum, but I respect him for not backing down when his rights were violated. I wanted to highlight his fight so that it may inspire others, and I was happy to lend a hand in covering his case precisely because the principle of free speech is so important.

Despite the shaky arguments against my film, I enjoyed reading Wilson's commentary. And I certainly can't complain too loudly about someone who says *Indoctrinate U* "is probably the best documentary ever made about higher education," that it "deserves a wide showing on college campuses," or that "[e]very college should show this movie to its administrators, faculty, and students." I completely agree! If anything, I'm just disappointed that he so badly misread my message. And as the filmmaker, part of the blame for that must rest with me.

Freedoms at Risk

By Peter Kirstein

A few weeks ago I spoke at a student initiated academic freedom conference at DePaul University that is still reeling from the Norman Finkelstein and Mehrene Larudee tenure cases this past spring. Indeed this may be a major moment in the history of the struggle for academic freedom when students from Chicago to New York and hopefully beyond recognise academic freedom is their struggle too.

Not the right-wing manufactured crisis of students being denied academic freedom by progressive faculty, but student awareness they have a stake in keeping critical thinking alive, in keeping intellectual diversity alive, in demanding professors' careers are kept alive even when they teach outside the lines, or encourage students to think outside the box or dare challenge the stultifying conformity of empire, anti-Islamic racism, resistance to modernism and intolerance of dissent.

Howard Zinn, who was my adviser and frequent professor at Boston University said, "One certain effect of war is to diminish freedom of expression. Patriotism becomes the order of the day, and those who question the war are seen as traitors to be silenced and imprisoned."

Historically, higher education during war or accelerated international tension has been a frequent target by both conservative and liberal thought police. Defenders of the "vital center," as liberal Arthur Schlesinger Jr admiringly described the Democratic-Republican Party nexus, operate not by consensus but by coercion. Many centrists wish to perpetuate orthodoxy in the classroom, and purge radical dissent from the academy.

Let us be clear. Let us be direct. There is a movement in this country, while claiming a monopoly on patriotism, is a threat to the national interest. They are opposed to reason. They are opposed to skepticism. They are opposed to internationalism. They are opposed to gay rights. Many want to slay the dragon of alleged Islamic resistance to modernity yet criticise courses that encompass peace studies, socialism, or feminist theory and excoriate professors who place socially relevant posters or announcements on bulletin boards or office doors. They want to impose a political religion of intolerance and ethnocentrism on the sole remaining institution with even a shred of independence: higher education. Their resistance to modernity is profound, well-funded, well-organised and confrontational. They do not have the capacity to seek reconciliation or understanding with those whom they disagree.

Today there is a new McCarthyism in which antiwar rhetoric is suppressed. In the 1950s, it was based on group or party association; in the 21st Century it is based on speech. It's not so much today whom did you know but what did you say.

After American Airlines Flight #77 flew into the Pentagon on September 11, 2001, Richard Berthold, then professor of classical history at the University of New Mexico, told a class of approximately 100 students in his Western Civilization course, "Anybody who blows up the Pentagon gets my vote." Although this was an in class articulation of an opinion, Professor Berthold was reprimanded and not allowed to offer any more classes of Western Civilization. He was essentially driven out of the university when he took early retirement the following academic year.

Nicholas De Genova, an assistant professor of Anthropology and Latino/a Studies at Columbia University, spoke at a teach-in on March 27, 2003 eight days after the criminal Bush administration invaded Iraq and advocated the defeat of American forces. "I personally would like to see a million Mogadishus (in Iraq)...The only true heroes are those who find ways that help defeat the

U.S. military." One hundred and four Republican Party members of the House of Representatives demanded that Columbia University President Lee Bollinger dismiss the professor. Alumni threatened to withhold their financial support; death threats were rampant and Professor De Genova required police protection on campus. President Bollinger must have been warming up for his unprofessional denunciatory introduction of Iranian President Mahmoud Ahmadinejad.

He responded to Professor De Genova's remarks on April 2 at the National Press Club:

"I was not at that event [the teach-in]...However, one speech in particular went well beyond the normal range of viewpoints. In fact, the comments by Assistant Professor Nicholas De Genova are both shocking and horrific. At a time of war when American troops are in harm's way, his comments are especially sickening. This is not only my view, but the view of everyone to whom I have spoken on the Columbia campus."

This hardly encourages open inquiry at Columbia on Iran's geostrategic vital interests, or the trumped up lies by the Bush administration, as confirmed in a recent National Intelligence Estimate that Iran was seeking to become a nuclear-weapons state.

Opponents of academic freedom frequently embrace the notion of American exceptionalism and reject criticism of the violent and even racist projection of power that accompanies our imperial overstretch. Many, but certainly not all, are supporters of Israel which is a key component of their political religion. For them Israel, unlike other nation-states, should not be criticised; its wars and use of cluster bombs, blockades, settlements, separation walls and targeted assassinations against the Palestinians or other Islamic peoples should be immune from ethical or moral challenges and the remarkable assumption of an American-Israeli identical identity of interests never challenged. However, their resistance to modernity includes distorting reality to advance their own perceived interests which may not be compatible with the national interest as their wars in Iraq and Afghanistan have all too starkly revealed.

In 2004, the David Project Center for Jewish Leadership produced a provocative film, "Columbia Unbecoming," claiming that Columbia University's Middle East Asian Languages and Cultures Department was anti-Semitic and discriminated against pro-Israel students. There also emerged an online petition drive to deny Professor Nadia Abu El-Haj tenure at Barnard College. External constituencies chose not to merely critique or denounce her, *Facts on the Ground: Archaeological Practice and Territorial Self-Fashioning in Israeli Society*, but as enemies of modernism, to silence the author by denying her an appointment in academia. They failed in this instance but are not deterred in their anti-modernist assault on the academy.

For over two years, Alan Dershowitz, Frankfurter Professor of Law at the Harvard Law School, tried to derail Norman Finkelstein's application for tenure and promotion. Dershowitz slandered Dr Finkelstein as an "anti-semitic," his publications as "trash" and accused his adversary of being a "neo-Nazi supporter, a Holocaust trivializer, and a liar... and...like a little worm."

I wish DePaul University had not succumbed to the well-orchestrated hate filled campaign of Alan Dershowitz when it denied tenure to Dr Finkelstein and derivatively to Dr Larudee in June 2007. I might add my blog was the first to report that DePaul University's College of Liberal Arts and Sciences Dean Chuck Suchar had recommended denying tenure and President Reverend Dennis H. Holtschneider denied it on June 8.

This is more than mere ideological con-

frontation between competing visions. This is more than the inevitable Sturm und Drang within civil society. This is more than profound disagreements over American foreign policy. This is frankly a battle for the intellectual independence of higher education and for free speech which is the sine qua non for the advancement of knowledge and the pursuit of truth.

I was suspended, removed from the classroom and reprimanded on November 11, 2002. I sent an e-mail response to an Air Force Academy cadet's e-mail to dozens of professors to promote an event on campus. My suspension from teaching, in the twelfth week of the fall semester, reflected a highly militaristic, nationalistic culture that rejects patriotically incorrect inquiry if it becomes too vituperative or frankly too accurate in its condemnation of America's preemptive imperialistic wars.

I denounced the "aggressive baby killing tactics of collateral damage." I refused to admire "top guns [who] rain death and destruction upon nonwhite peoples throughout the world." I condemned "cowards who bomb countries without AAA, without possibility of retaliation;" I denounced "imperialists who are turning the whole damn world against us." I believe my observation that "September 11 can be blamed in part for what you and your cohorts have done to the Palestinians, the VC, the Serbs, a retreating army at Basra," is reasonable and accurate.

I was too harsh in some personal references to the cadet for and apologised two days later. The cadet, Robert Kurpiel, and the enraged cadet wing sent *en masse* my e-mail to friends, families and media contacts. The cadet and Air Force Academy Captain, Jim Borders apologized for this dissemination. I was also told in the office of former St Xavier University President Richard Yanikoski on November 4, who is now president of the Association of Catholic Colleges and Universities, that the incident was over and that the cadet and I had reconciled. I was praised for my career of service to St Xavier and practically embraced by the president. However, external pressure from military and other prowar groups on St Xavier University engulfed the institution as it was besieged with frenetic media coverage and tens of thousands of e-mails, letters and phone calls demanding retribution. Blogs and websites were created to lobby the university as well. One week later, due to significant public pressure, I was suspended on Veterans Day.

Bill Kristol's, *The Weekly Standard*, published an article by former Deputy Undersecretary of Defence Jed Babbin during the first Bush administration, that described me as "a hate-the-military type," and as "barely literate" He questioned if I were "fit to teach at any college" and implied that my tenure should be revoked. Roger Kimball, editor of the conservative literary magazine *The New Criterion* which also condemned me, wrote an article for *The American Legion Magazine* with a McCarthyism-sounding title, "Academia v. America." He claimed universities are "havens for displaced radicals." He bemoaned the fact my tenure was not rescinded, and that after my suspension I would "soon be back molding young minds." *The Wall Street Journal* wrote two editorials that praised Dr Yanikoski for suspending me and standing

up to the radical, progressive left.

Having been named one of the most dangerous professors in David Horowitz, *The Professors: The 101 Most Dangerous Academics in America*, I can assess with some expertise the conservative pedagogical critique of academia. They claim socially conscious professors are too biased. Professors assign only books that represent their *weltanschauung*. The Social Sciences and humanities are riddled with un-American radicals who overpower their defenceless students with political correctness and anti-American diatribes disguised as critical thinking.

They evaluate students not on performance but political beliefs, which is mere anecdotal propaganda, and expressly prohibited by the American Association of University Professors, "Joint Statement on Rights and Freedoms of Students."

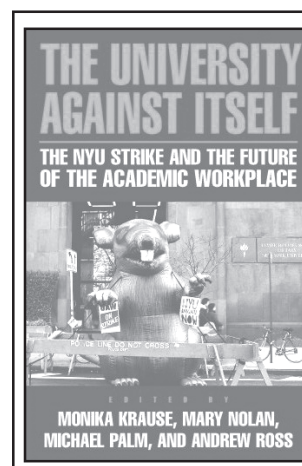
Condemnation of academic activism is not a right-wing monopoly, however: The apotheosis of mainstream liberalism, Stanley Fish, wrote in the *New York Times* (May 21, 2004) that professors should not concern themselves with "provid[ing] students with the knowledge and commitments to be socially responsible citizens." He believes the only concerns of an academician are "curriculum, department leadership, the direction of research, the content and manner of teaching, establishing standards - everything that is relevant to the responsibilities we take on when we accept a paycheck." Academicians should "aim low and stick to the tasks we are paid to perform." He added "our job is not to change the world, but to interpret it." Marx's Eleventh Thesis on Feuerbach proclaimed: "The philosophers have only interpreted the world in various ways; the point, however, is to change it."

Teaching is enriched by professors who are committed to changing the world in a progressive manner. The classroom cannot be nourished if the professor is trapped on a Tom Hanks's, "Cast Away" island of academic self-absorption.

Roberta Matthews, former provost at Brooklyn College, astutely noted, "teaching is a political act." For me it is also a moral act that requires challenging the canon and educating responsible citizens. A professor should not merely recite facts and figures and maintain a sterile neutrality, as dictated by Horowitz's Academic Bill of Rights, or cover slavishly both sides of every issue. Is slavery defensible? Is genocide defensible? Is racism defensible? Is homophobia defensible? Are war crimes defensible?

Our campuses and our academic freedom are worth defending. Defending for toleration of dissent, defending for inclusion of race, class and gender in our curricula, defending for respecting Islam and those who dare challenge the Judeo-Christian hegemony, defending the right to challenge the empire and recognizing that without diversity and new thinking in academia, we will witness the closing of the American mind. This must not stand and we must and shall resist it.

These edited remarks were presented by Peter N. Kirstein at the New York University, "Freedoms at Risk," academic freedom conference on February 23, 2008. He is Vice President of the Illinois AAUP and professor of history at St Xavier University.



BOOK REVIEW

Reviewed by John K. Wilson

In this collection of essays about the NYU graduate assistant strike, the villain is president John Sexton. But the bigger target is academia's class biases, and the resistance to the idea that unions have any place in higher education.

At NYU, the first private university ordered to recognize a graduate student union, and then the first to remove recognition after the new Bush appointees to the National Labor Relations Board changed the legal rules. NYU officials have never explained why administrators, rather than the graduate students themselves, should decide about a union.

DePaul Holds Academic Freedom Symposium

By John K. Wilson

The DePaul Academic Freedom Committee held a conference on February 1 & 2, 2008 that brought together leading scholars from across the country to discuss the state of academic freedom. The conference was inspired by the tenure denials of Norman Finkelstein and Mehrene Larudee, and featured more than 100 attendees. DePaul student Kathryn Weber noted to open the event, “when students must defend their right to hear the truth, something has gone terribly wrong.”

Keynote speaker Sara Roy noted “the intellectual’s duty” to speak out about controversial issues. Roy declared, “any claim to neutrality or objectivity is in my experience, calculated indifference.” Because “neutrality is often a mask for siding with the status quo,” Roy noted, “my commitment is to accuracy.”

Bill Ayers, one of the most dangerous professors on David Horowitz’s list, noted that “the list is symptomatic” of an attack on “the right to think at all.” Ayers called for “a network of peace and justice classrooms,” and added, “we should build a movement.” Ayers feared: “we self-censor too much.”

Marcy Newman noted that “students denied the right to learn in places like Gaza” and noted the efforts to censor her and other faculty and students who speak out critically about Israel. Newman spoke about “the minefields one must dance around when one uses critical pedagogy.”

Ron Edwards, a DePaul biology professor, declared, “I aspire to be an activist professor.” But Robert Jensen declared, “I’ve never thought of myself as an activist pro-

fessor.” In his view of critical pedagogy, “that’s not activism, that’s good teaching.” After 9-11, Jensen noted, we learned that “administrators are corrupt, craven, and weak-kneed.” He defended “an academic’s right to function as a citizen without condemnation.” According to Jensen, “faculty cowardice is rooted in faculty affluence and privilege.” But Jensen added, “the biggest threat to academic freedom is the de-funding of public education”

Marc Ellis of Baylor University decried “liberals who close down academic freedom” and feared the way that “any discussion of Israel in a negative way is a reversion to anti-Semitism” in the minds of critics. Joel Kovel, author of *Overcoming Zionism*, became the center of controversy because some University of Michigan officials objected to the university press distributing books by his publisher, Pluto Press. Three out of eight members of the University of Michigan board voted against allowing his book to be distributed. Kovel argued, “I do think the tide is turning against the Israel and Zionist lobbies,” noting the 650 letters sent to the University of Michigan defending intellectual freedom. However, Kovel noted that “the struggle is certainly not over” and fears that “internal suppression” is in “the entire academic mode of production.”

Megan Fitzgerald, head of the Center for Campus Speech (Campusspeech.org) and field director of Free Exchange on Campus, spoke at a panel about conservative attacks on colleges, noting that “they’re running a PR campaign against institutions of higher education,” seeking to “marginalize higher education and promote divestment from it.”

There have been 31 attempts to legislate the Academic Bill of Rights. Fitzgerald noted that in Missouri, legislators were one vote away from passing it, in part because “the faculty members were completely unwilling to speak out on the issue.” However, now there is a “coalition between the faculty and the administrator groups” and faculty led by the Missouri AAUP spoke out aggressively to help defeat the proposed “Intellectual Diversity Act.”

Juan Cole spoke about “the conditions under which academic knowledge about the Middle East today is produced in the United States.” He noted that “people will constantly beat you up” about the Arab-Israeli conflict. Cole noted how the US Office of Foreign Asset Control even proposed banning journals from editing work from disfavored countries as part of a US-imposed boycott, before backing down. Cole described how Campus Watch website was created with dossiers that “named 8 persons as unpatriotic and supporters of terrorism” and encouraged students to spy on professors. As a result these faculty were “mercilessly harassed by cyberstalkers.”

Cole argued that the “side effects of these publicity campaigns...is that it acts as a social control mechanism.” Cole feared that “young people avoid working on hot,

controversial topics’ which is a “visible and invisible effect of the intimidation campaign” that helps to “set up an atmosphere in which the social control mechanism operates.”

DePaul professor Scott Hibbard spoke about the restrictions on academic work in some countries such as Egypt: “you can’t get a research visa to do anything politically sensitive.” Major funding organizations such as the Fulbright program require government approval of any proposed projects and as a result, many areas are “simply not being researched.”

University of Chicago historian Peter Novick struck a dissenting note at the conference, arguing that “it does not look to me like we are talking about the enemies of Middle East Studies as an unstoppable juggernaut” and urging that everyone “not cry wolf whenever there might be such a threat.” Noting that civility had been the basis for denying tenure in some cases, Novick asked, “is it really the case that ‘any form of incivility is irrelevant’?” However, Novick added that “I was very dismayed to be made an accomplice in a crusade I thought egregiously improper” against Finkelstein and noted, “I was appalled at the idea of Dershowitz’s intervention being successful.”

Opposing the Academic Bill of Rights in Missouri

Excerpts from the Feb. 2008 testimony of David K. Robinson, Professor of History, Truman State University, and Vice-President, MO AAUP Conference, against the Academic Bill of Rights in Missouri:

Faculty at institutions of higher education in our state are overwhelmingly opposed to HB 1315...HB 1315 would have the opposite effect of its stated intentions: the “monitoring, tracking, reporting, and posting”—explicitly required by the bill—would curtail academic freedom by imposing restrictions on what can or cannot be taught. Academic freedom

means that faculty members, who are highly trained to evaluate information through critical inquiry, interact with students who need to learn to do the same. Legislating so-called “balance” in the classroom will mean that political opinions or religious beliefs will be given equal weight with facts and scientific theories, regardless of the consensus of scientists and scholars. The best way to assure the intellectual diversity that we really need in higher education is to promote academic freedom, to keep a free market of ideas alive and flourishing. This legislation would restrict that market by stifling inquiry and debate.

The University in Chains: Confronting the Military-Industrial-Academic Complex

Reviewed by John K. Wilson

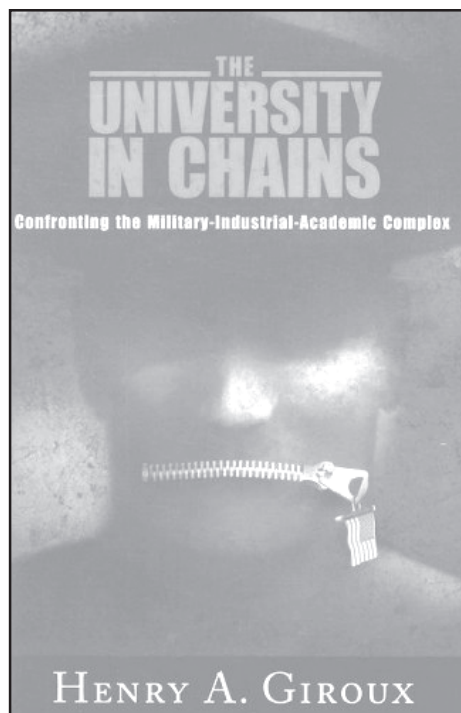
In *The University in Chains*, Henry Giroux points to three major threats to academic ideals: corporations, the military, and right-wing ideologues. And he criticizes educators who are “relatively silent or tacit apologists in the face of this assault” by the right-wing.

This is not a new problem. Giroux reveals that President Dwight Eisenhower’s famous farewell address in 1961 originally warned about the “military-industrial-academic complex” before deleting the “academic” part in the final version. Eisenhower noted, “The prospect of domination of the nation’s scholars by Federal employment, project allocations, and the power of money is ever present and is gravely to be regarded.”

Giroux cites the example of Michael Crow, who became president of Arizona State University in 2002 and reorganized along corporate lines toward the model of an entrepreneurial university. As Giroux notes, “the subordination of higher education to capital” is now “an open and much celebrated policy.” Academic freedom and the tenure system, however, are not considered profit centers.

The impact of corporate influence is most notable in the sciences, such as when science professors delay publication for commercial purposes. Giroux gives the example of the University of Toronto, which went along with the pharmaceutical company Apotex in trying to suppress negative findings by a researcher about toxic effects of one of its drugs, suspending her and warning her and her staff not to speak publicly while the university tried to obtain a large gift from the company.

Giroux fears the forces “turning higher education into the handmaiden of corporate culture,” such as BMW’s \$10 million gift to Clemson University (and a free BMW



for Clemson’s president) for an automotive center which gave BMW a role in developing the curriculum and choosing the faculty.

If Giroux’s book is a convincing tirade against the evils affecting higher education, he has few practical solutions for what to do about it beyond simple resistance. He calls for “reclaiming the academy as a democratic public sphere” and urges defending full-time faculty, faculty and student power, academic freedom, graduate student employees, and unionizing; he urges “turning the university into a vibrant critical site of learning and an unconditional site of pedagogical and political resistance.” But can (or should) the military and corporations be banished from academia? If not, what should their relationship look like? In fighting militarization, corporatization, and right-wing fundamentalism, the *University in Chains* is a valuable guide to understand the problems, even if it falls short of providing all of the solutions.

The Academy for Capitalism and Limited Government Fund: Faculty Authority and Responsibility

UIUC Chapter of the AAUP Statement
October 26, 2007

Two recent initiatives at the University of Illinois—The Global Campus and the Academy for Capitalism and Limited Government Fund—demonstrate how easily fundamental principles of university governance, faculty authority, and academic freedom can be lost. Concerted, assertive intervention by the Senate, AAUP Chapter, and others over the past two years reframed the Global Campus Initiative to be consistent with AAUP principles. Similar efforts are essential and now underway on the Academy for Capitalism and Limited Government Fund.

In each of these instances, the central issues are faculty authority and academic freedom, not the substantive content of the proposals. The capabilities for virtual interaction on which the Global Campus is based present an important new opportunity to pursue the mission of the University of Illinois. Questions about capitalism and its relationship to government present rich opportunities to understand how societies can and do function. Faculty authority over curriculum and course content brings with it responsibilities to innovate in modes of learning and to consider and investigate ideas in intellectually appropriate ways based on argument and evidence.

The UIUC AAUP chapter invites all faculty to engage through the Senate, the recently appointed committee, and the AAUP chapter in the current work of trying to

reframe the proposed mission of the Academy for Capitalism and Limited Government Fund. This effort is already directly engaging the university administration.

Faculty initiative should focus on three tasks:

1. Make sure that donors, backers, and the university administration understand the principles of faculty authority over curriculum, course content, and choice of research questions and that formal donor agreements are publicly available and consistent with these principles.

2. Distinguish clearly between the appropriate and welcomed intent of donors to enable and encourage study of particular topics and ideas and the unacceptable intent to mandate particular results or presentation of particular points of view. Donations mandating particular points of view should be refused.

3. Investigate how and why these two recent instances of initial failure to follow established principles and procedures occurred and recommend changes in practices to ensure that statutes are followed and, if necessary, changes in the statutes to prevent such failures in the future.

AAUP principles, practices, vigilance, and diligence have for decades played a crucial role in sustaining the fundamental nature of intellectual inquiry at universities and at the University of Illinois in particular. To learn more about how we do this, visit our website at <http://www.aaup-ui.org/>

School of the Art Institute Bans Showing of Obama Documentary

By John K. Wilson

In January, the School of the Art Institute in Chicago (SAIC) banned the documentary "Senator Obama Goes to Africa" from being shown in its Gene Siskel Film Center, which is one of the leading independent movie theaters in Chicago. In a press release, SAIC announced: "As a not for profit organization, the Gene Siskel Film Center can not create a perceived aura of support for any political candidate. As we are in the middle of a political campaign, we feel it is in the best interest of the Gene Siskel Film Center to postpone the screening of 'Senator Obama Goes to Africa' until after the election. Screening the film at this time could jeopardize our not for profit status."

The claim by SAIC administrators that showing a documentary about a political

candidate violates IRS rules for non-profits is utter nonsense. A documentary is considered news coverage, which means it gets a total exemption from prohibitions on political activity by non-profits. Moreover, the rules are perfectly clear that colleges can hear from journalists speaking about politicians, and can even hear from politicians directly. (Otherwise, all of the appearances by political candidates at colleges would be illicit and result in the loss of non-profit status.)

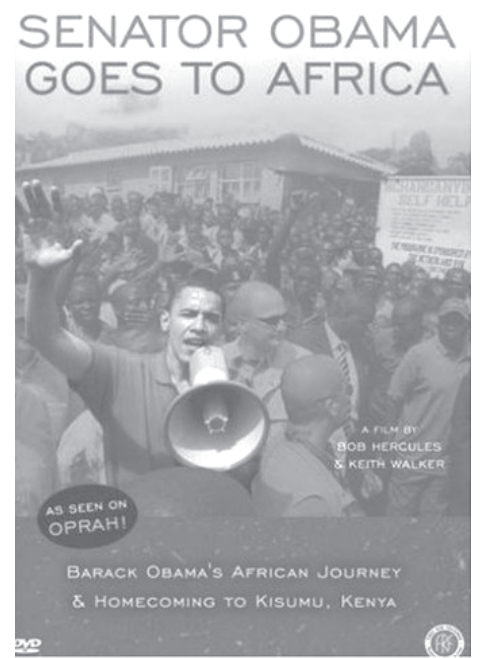
The American Association of University Professors spoke out quite clearly about this issue last fall in its Statement on Academic Freedom and Outside Speakers (see www.aaup.org): "Committee A is concerned that overly restrictive interpretations of Section 501(c)(3) have become an excuse for preventing campus groups from inviting politically

controversial speakers."

According to the AAUP statement, "The idea that a university 'participates' or 'intervenes' in a political campaign by providing a forum to hear speakers who have something to communicate about issues of relevance to the campaign is thus fundamentally misplaced."

There is not the slightest doubt that IRS regulations clearly allow colleges to show documentaries and have political speakers. In fact, by banning a legitimate documentary from being shown, SAIC may be endangering its nonprofit status if the decision was influenced by supporters of Obama's opponents.

"Senator Obama Goes to Africa" is on DVD at www.firstrunfeatures.com.



Special AAUP Membership Offer

Through March 31, 2008, the AAUP is offering a special membership deal to new members of \$60 per year for full-time faculty earning less than \$60,000 annually. Encourage your colleagues to join the AAUP. Go to: www.aaup.org/forms/membership/duesoffer.htm.

AAUP Motion in Habib Case

On February 13, the AAUP, in coalition with several other groups, filed a motion for summary judgment and opposition to the government's motion to dismiss in its case against the Department of Homeland Security and State Department on behalf of excluded South African scholar and governmental official Adam Habib.

The AAUP's brief argues that the government's actions violated the First Amendment, and that the court has the authority to review a governmental official's decision to deny a visa or a waiver where the decision implicates the First Amendment rights of U.S. citizens or residents or where the decision was made above the consular level.

WWW.ILAAUP.ORG

ILAAUP Speakers Bureau

John K. Wilson, editor of *Illinois Academe* and author of the new book *Barack Obama: This Improbable Quest* (www.obamapolitics.com), published his new book, *Patriotic Correctness: Academic Freedom and Its Enemies* (Paradigm Publishers) in January 2008. All Illinois AAUP members are invited to bring him to your campus as part of his book tour. For more information, email collegefreedom@yahoo.com. Read his blog at collegefreedom.blogspot.com.

Ken Andersen, Speech Communication, University of Illinois at Urbana-Champaign, past president, IL AAUP: 1) Shared Governance and Due Process; 2) Academic Freedom & Tenure.

Joe Berry, Roosevelt University. Author, *Reclaiming the Ivory Tower* (Monthly Review Press, 2005). Visit Berry's website at www.reclaimingtheivorytower.org.

Joseph Felder, Economics Bradley University, Secretary, IL AAUP (member of AAUP National Council): 1) Academic challenges of the national AAUP office; 2) Types of services and assistance from the national AAUP office.

Peter Kirstein, History, St. Xavier University: 1) Academic freedom; 2) Tenure issues. Read his blog, <http://english.sxu.edu/sites/kirstein>.

Pan Papacosta, Columbia College in Chicago, and president, IL AAUP: 1) Academic Freedom & Tenure; 2) The Faculty Handbook.

Leo Welch, Biology, Southwestern Illinois College, and past president, IL AAUP: 1) Legislation and academia; 2) Collective bargaining issues in academia.

IL-AAUP speakers are generally available free of charge to AAUP chapters, and the Illinois AAUP can cover most expenses. We invite all our chapters and members to make use of this Speakers Bureau.

Email collegefreedom@yahoo.com for more information on contacting a speaker or nominating someone to be a part of the IL-AAUP speakers' bureau.

WWW.ILAAUP.ORG

Join the AAUP

The American Association of University Professors (AAUP) is the only faculty organization devoted solely to higher education. We address the issues that concern you as a teacher and as a scholar. Our policies ensure that faculty members are afforded academic due process. The AAUP protects and defends your rights. If you are a member of the faculty, you need to be a member of the AAUP.

Yes, I would like to join the AAUP

Please complete this form and mail it to the AAUP, P.O. Box 96132, Washington, DC 20077-7020. Or join online at www.aaup.org, or call our membership department at 1-800-424-2973, ext. 3033.

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- \$180** Full-Time Active Faculty Membership
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