

Gulag Academia

1 Abstract

Purpose: *Exposing the deficiencies of institutional hierarchies in academia which limit the potential for human creativity and understanding.*

Design/methodology/approach: *This paper is the product of non-hierarchical, self-organised learning following the methodology of CoCreative Learning (see Section 9).*

Findings: *Academia's institutional hierarchy perpetuates ignorance of the current political economy which functions as a mechanism to farm humans and harvest the wealth they create.*

Research limitations/implications: *If we are to understand the global political economy and our role within it, we need to explore events, issues and the world from multiple perspectives. Therefore, it is imperative that we step aside from institutional hierarchies and their authorised narratives*

Practical implications: *Understanding that we are farmed as domesticated cattle will effect transformation of the political economy. Because we are its power, we can refuse to be farmed and abused by institutional hierarchy.*

Social implications: *Accepting our power will return us to our natural state as sovereign beings co-dependent on each other and our ecology for our freedom and prosperity. Self-organising social structures will transform our reality.*

Originality/value: *This paper is an unfunded and impartial challenge to orthodox thinking.*

Keywords: *political economy; groupthink; co-creative learning; hierarchy; hierarchies; farming humans; academia; ignorance; perspectives; self-organising; sovereign; structural elite; trust apocalypse*

2 Academic Crisis

2.1 Introduction

*How We Live*¹ reveals that all the levers of power are controlled by money power.

Consequently, academia is not alone in its contrived dysfunctionality but insofar as politicians, media, NGOs and other institutions rely on academia to inform and support their attitudes and activities, it is important to understand the role of academia in obscuring the reality of the human condition: that we are farmed as domesticated animals.

From our entry into school, through university and often beyond, we are tested, graded and herded into “roles” or compartments within the political economy – sufficiently educated to do the job we are

1 <https://archive.org/details/howwelive>

allocated but not enough to understand the context of our role nor how it contributes to our collective enslavement.

Aleksandr Solzhenitsyn wrote of the *Gulag Archipelago*² in the former Soviet Union; *gulag* is the Russian acronym for Chief Administration of Corrective Labour Camps. Today's academic gulag may be more humane and pleasant but it is no less a "corrective labour" system than the Russian gulag; it is more effective because the "inmates" of *gulag academia* are ignorant of their true condition and revel in their academic status granted by the political economy.

2.2 Creating the Gulag Academia

To understand the *gulag academia*, we need to know how it originated and how today's system of public and private education has evolved to control the human herd.

Andrew Gavin Marshall's detailed essay from 2013 describes the evolution of propaganda within universities, which was designed to shape and control human thought and behaviour in keeping with the direction of John D Rockefeller, Andrew Carnegie and others.³

In conversation with Richard Grove, John Taylor Gatto explains the philosophical roots of public schooling and exposes the clear agenda to control human creativity and limit academic independence.⁴

2.3 Peer Review

Peer review is regarded, by many, as a "gold plated" guarantee of the integrity of an academic study or paper but often this, like other popular perceptions, is an inversion of reality. There are numerous examples of corruption within the peer review process from many fields of study. For example, Climategate – referred to in Section 8 of *Systemic Risk and Climate Change*⁵; provides ample proof of of scientific fraud and subversion of the peer review process.⁶

In 2018, two academics revealed the publication of several papers they created, of deliberately doubtful merit, which they had deliberately created in order to "test" the peer review system. They had to stop before completing their submissions because the publication of some papers was so outrageous, that they couldn't, in good conscience, continue.⁷

Earlier this year, James Corbett revealed some more examples of the crisis in science.⁸

2 https://www.goodreads.com/book/show/70561.The_Gulag_Archipelago_1918_1956

3 <https://dandelionsalad.wordpress.com/2013/04/15/the-propaganda-system-that-has-helped-create-a-permanent-overclass-is-over-a-century-in-the-making-by-andrew-gavin-marshall/>

4 The Ultimate History Lesson: A Weekend with John Taylor Gatto (Intro + Hour 1 of 5) https://youtu.be/YQIW_1848t8

5 <https://archive.org/details/SystemicRiskandClimateChangeComplete> Section 8 Climategate

6 House of Commons Science and Technology Committee CRU Inquiry <https://www.outersite.org/house-of-commons-science-and-technology-committee-cru-inquiry/>

7 Joe Rogan Experience #1191 - Peter Boghossian & James Lindsay <https://youtu.be/AZZNvT1vaJg>

8 The Crisis of Science <https://www.bitchute.com/video/LfHEuWaPh9Q/>

2.4 Specialisation/Compartmentalisation

Specialisation and compartmentalisation are essential to control the human cattle; it is imperative (for the system of control) to make it almost impossible for us to piece together all the elements of today's political economy to understand how it has evolved into the mechanism designed to farm humans and harvest the wealth we create. The system rewards specialists and discourages polymaths; some enjoy multiple interests and are active in more than one "discipline" but they too nevertheless lack anything like a complete picture or understanding of the political economy.

2.5 Ideology

From Andrew Gavin Marshall's essay referred to in 2.2:

John D. Rockefeller founded the University of Chicago in 1891, and the President of the University, "initiated a new disciplinary system, which was enormously influential." Ultimately, it "led to the formation of the department structure of the American university, which was internationally unique," and was later exported around the world "with the help of American foundations." This disciplinary system consisted of separating politics from economics (rejecting the notion of "political economy" and its "ideologies"), as ideology was "deemed unscientific and inappropriate in social sciences and political scientists have increasingly seen their function as service to the powerful, rather than providing leadership to populist or socialist movements."

The irony of this claim, of rejecting ideologies, is probably lost on the creators of the *Shock Doctrine*⁹ at the University of Chicago. The Shock Doctrine was imposed at gunpoint in Chile by Augusto Pinochet and then rolled out across Latin America and beyond. If the neo-liberal agenda, to privatise all assets (the commons) and rent them back to the people most entitled to access them, isn't ideology, then what is? It is now the *de facto* recipe for all economies prescribed by the World Bank, IMF, etc. It is the ideology of usury, ie. exponential debt¹⁰

However, not everyone subscribes to the neo-liberal agenda and the Shock Doctrine. Opposition needs its own ideology and sure enough it arrived from the birthplace of corrective labour camps. The Soviet Union worked assiduously to infiltrate and subvert western academia with Marxism – that is the academic legacy which prevails in "opposition" today.¹¹ Marxism is the antidote to "capitalism" thus sustaining binary groupthink and polarised dialectic debate. Ignorance of the political economy is preserved in the gulag academia while the protagonists argue over the ideological complexion of our enslavement.

2.6 Structural Incentives and Penalties - Competition

Institutional hierarchy ensures competition – everyone wants to be at the top of their field, seduced by the status, accolades, glittering prizes and "celebrity" lifestyle awarded to those who advance the

9 The Shock Doctrine: The Rise of Disaster Capitalism by Naomi Klein

https://www.goodreads.com/book/show/1237300.The_Shock_Doctrine

10 Margrit Kennedy: Interest and Inflation Free Money <http://userpage.fu-berlin.de/~roehrigw/kennedy/english/>

11 Yuri Bezmenov: Deception Was My Job (Complete) <https://youtu.be/y3qkf3bajd4>

Structural Elite¹² agenda. Those who go against conventional wisdom and authorised narratives are ignored, demonised or “ex-communicated”. Structural incentives and penalties keep the academic “inmates” in line with the authorised narrative. Many know something is rotten in the state of Academia but maintain their *omerta* (code of silence) – few speak out because of the risk to their livelihood, status or even their lives.

Even when some do break cover to speak out, the system is very effective in suppressing or marginalising them. Dissent among climate scientists is seldom revealed to the public. We are told that there is an overwhelming consensus to support the “man-made global warming” hypothesis. However, there is also copious evidence of dissent among the climate science community – see Sections 1 and 2 of *Systemic Risk and Climate Change*¹³.

To understand the extent to which science and logic are overridden to sustain implausible, official narratives, which are the essential underpinning of the current political economy, one only has to look at the grotesque contortions in the NIST¹⁴ study of the collapse of building seven, at the World Trade Centre in New York, on 11th September 2001. Even the most superficial study of WTC7’s collapse reveals it to be the result of pre-planned, controlled demolition. On that fact alone, the official narrative collapses.

Medical research is riddled with fraudulent studies to validate dubious pharmaceutical products.¹⁵ Regulatory frameworks are invariably captured by the corporate interests which they are meant to police.

Corruption is rife across institutions and while the most extreme ritual abuse, paedophilia, blackmail and bribery occur near the top of the pyramid of power¹⁶, academics aren’t immune from temptation – contacts and relationships are exploited for gain, irrespective of the risk to impartiality and probity.¹⁷

2.7 Scale and Complexity – Abstraction, False Assumptions Disinformation

Undoubtedly, the political economy is a huge complex puzzle. To cope with such scale and complexity, academic orthodoxy tends to abstract elements or issues for isolated study. This practise frequently results in erroneous assumptions. Economics, for example, is riddled with assumptions which are relied upon by most “experts” when answering economic questions but which are then proven to be false.¹⁸

In 2.4 we discuss specialisation and compartmentalisation. When we abstract an issue or element for study, we are often taking on trust assumptions derived from other specialists who are equally ignorant of the political economy as a system. In the story of the blind men and the elephant, each feels a different part of the beast and claims to know what an elephant is, based on what he feels or “sees”. It is

12 <http://www.freecriticalthinking.org/daily-pickings/1246-the-time-for-critical-thinking-is-now>

13 <http://freecriticalthinking.org/images/Documents/SystemicRiskandClimateChangeComplete.pdf>

14 <https://www.ae911truth.org/evidence/free-fall-acceleration>

15 Vaxxed - From Cover-up to Catastrophe <https://www.bitchute.com/video/oUNlvBpQfjps/>

16 <https://www.mintpressnews.com/mega-group-maxwells-mossad-spy-story-jeffrey-epstein-scandal/261172/>

17 <https://beforeitsnews.com/politics/2019/07/lady-lynn-forester-de-rothschild-and-jeffrey-epstein-3117121.html>

18 Shifting from Central Planning to a Decentralised Economy: Do we Need Central Banks? - Richard A Werner <https://professorwerner.org/shifting-from-central-planning-to-a-decentralised-economy-do-we-need-central-banks/>

no wonder they cannot agree on the true nature of an elephant.¹⁹ To understand any complex system and its components, we need multiple perspectives to see the whole clearly.

When misinformation is deployed with the express intention to deceive, the problems of abstraction are compounded and ignorance amplified.

2.8 Binary Groupthink

We've discussed ideology in terms of neo-liberalism versus Marxism but binary dialectics come in many flavours. It starts in school with the idea that there is only one right answer... and it's in the back of the book. If you want to "pass" exams, you have to give the right answer but we learn over time that life is not that simple. We also find that the "right" answer is often dictated by the ideological persuasion of those asking the questions. Therefore, cultural, religious, political, economic and other ideological arenas become battlegrounds for the supremacy of ideas.

In many disciplines or areas of human interest, we observe this dialectical approach to "resolving" disputes or arguments which then becomes a game of winners and losers. Thus, for example, conventional wisdom holds that capitalism triumphed over socialism (Marxism) with the collapse of the Berlin Wall and the Soviet Union. However, Wall Street and money power funded and orchestrated the harvesting of Russian wealth through the Bolshevik Revolution²⁰ and was also behind Mao Tse Tung's Cultural Revolution²¹. If we ignore the binary, ideological debate by exploring the connections and history of both, we find a common thread, money power. What has created exponential inequality on an unprecedented scale isn't capitalism but usury and money power²² acting in its own interests. However, usury and money power are seldom studied by the economics departments of universities. The world is full of competing imperatives, subtleties and ambiguities which remain unexplored in this straight-jacket of binary argument between opposing ideological positions.

2.9 Trained Ignorance

How We Live, referred to in the Introduction (Section 2.1) describes the three stages of learning. The first stage is what public and private education provides – *trained ignorance*. We are educated to function as domesticated, economic units to feed the political economy which draws the wealth created by our labours up the pyramid of power into the hands of those that rule and their families, ie. the farmers of human society.

We are deliberately denied access to information which would reveal the true nature of the political economy – a system of wealth transfer and human degradation. The last thing those in control of the political economy want to see is a global population of autonomous, sovereign souls capable of critical thinking. The academic human cattle are to be kept ignorant, docile and dependent on the political economy while at the same time, believing the illusion that they are the more intelligent and educated

19 The Blind Men and the Elephant - John Godfrey Saxe (1816-1887) https://www.constitution.org/col/blind_men.htm

20 http://www.freecriticalthinking.org/images/Documents/DailyPickings/Sutton_Wall_Street_and_the_bolshevik_revolution-5.pdf

21 <http://www.freecriticalthinking.org/daily-pickings/1707-china-money-and-global-governance>

22 How money rules <http://www.freecriticalthinking.org/daily-pickings/3141-how-money-rules>

among us. Their belief in their superiority blinds them to the sad fact that we are divided, distracted, controlled and harvested, ie. farmed.

3 Open Access

Over recent years, we've seen the deployment of technology to democratise education which one may have hoped might liberate us from trained ignorance but sadly, in the main, this is not the case. While "open access" initiatives are cannibalising aspects of the Structural Elite controlled, academic publishing monopoly, the imperative to function as a money making entity means that instead of charging to read articles (like most of the established academic publishing journals) open access platforms charge for submission. Alternatively, they may rely on sponsorship to fund their platform but that too will be subject to the will of money power. Money taints everything it touches by creating rewards for "popularity" and adherence to authorised narratives at the expense of impartiality or exactitude.

Open access platforms are hampered and limited in their ability to challenge academic convention because they too are subject to most of the disadvantages suffered under traditional academic publishing: specialisation, compartmentalisation, peer review and other forms of gatekeeping designed to exclude challenges to academic hierarchy.

4 Knowledge as a Commons

Knowledge is a commons, like land and resources. Nobody can legitimately claim ownership of land or resources because they neither created them nor the value they represent. Those who claim ownership are stealing the wealth of the commons from all of us who are entitled to access them as a fundamental, inherent right of existence. Similarly, knowledge is a human created commons involving the work of millions of souls throughout human history – if humanity is to thrive and prosper, we need unfettered access to explore the wealth of accumulated knowledge and wisdom.

Intellectual Property Rights are an artifice, not to reward the authors of writings, music and other creative forms but to colonise and harvest human creativity. Critical Thinking at the Free University, from which this and some of the other papers referred to are derived, extols the virtues of plagiarism²³. To put it simply, if we are to escape captivity to thrive and prosper as independent but co-creative beings, knowledge must be shared freely, without restriction or rationing.

5 Understanding the world, events and issues

Official, authorised narratives and texts provide a perspective on events and issues but it is rare to find an all encompassing narrative of the political economy and its evolution. There are reasons why such overarching, referenced narratives don't exist: specialisation ensures a lack of capability to undertake this task of immense scale and complexity; those that rule, the farmers, must do everything in their power to keep us ignorant of our true condition if their rule is to continue.

23 <http://www.freecriticalthinking.org/daily-pickings/2054-plagiarise>

Consequently, we are subjected to packaged narratives of events and issues which are cobbled together to form our world views. However, we're discouraged from looking too closely at the details to be able to reconcile these narratives which contain, what John Taylor Gatto (Section 2.2) refers to as, ominous continuities. In other words, when we bring these narratives together, they contain irreconcilable contradictions and inconsistencies which render them void.

Critical Thinking started in January 2012 with an ambition to understand the world; in time, that purpose evolved into answering the following question: *who rules, how and why?*

The final iteration of Critical Thinking's analysis and findings are revealed in *How We Live* (Section 2.1) and previous iterations²⁴ are published for people to be able to follow the evolution of Critical Thinking's shared understanding of the political economy.

What is revealed in those iterations are the connections and influences which determine the trajectory of the political economy and how that trajectory is shaped by plans for world domination.

Owing to the fragmented, compartmentalised nature of academia, most are blind to this reality and in Section 2, we've already referred to how such ignorance is fostered and maintained. In this state of ignorance, individuals and institutions are malleable and will embrace levers for change which, rather than easing or solving the problems in the world, further the agenda for total control.

Some room is left for dissent but that too is invariably controlled. Opposition movements are funded and choreographed to present the illusion of dissent but the opposition is in lock-step with the Structural Elite agenda. We see this in "revolutions"²⁵, the Arab Spring (eg. Egypt is back under dictatorship) and Extinction Rebellion²⁶ promoting and supporting the money power led "green new deal" which is founded on fraudulent science (See Climategate in Section 2.3) and misdirection of perceptions regarding energy realities.²⁷

To understand the world we need to understand the context of events and issues; we need to explore the human and institutional influences at play and how they connect. We need to go beyond systems thinking into structural thinking to help us understand how structural incentives and penalties shape behaviour and outcomes.

To help us achieve such an understanding, we need multiple perspectives or else we are blind to the nature of reality, just like the blind men describing an elephant (See Section 2.7) based on limited information. In the absence of a clear picture of the global political economy, derived from multiple perspectives, we are wont to misdiagnose symptoms and effect the wrong levers for change that result in the tightening of the grip of Structural Elite power.

In summary, the Structural Elite are playing multidimensional chess while most are looking at abstracted events and issues as games of chequers/drafts; even those who have an inkling, that the game is chess and not chequers, are confined through trained ignorance to a single dimension or perspective.

24 <http://www.freecriticalthinking.org/daily-pickings/2388-human-cattle-awakening>

25 <http://www.freecriticalthinking.org/daily-pickings/2856-perspectives-on-civil-war>

26 <https://nowhere.news/index.php/2019/04/01/astroturfing-the-way-for-the-fourth-industrial-revolution/>

27 <https://economics21.org/inconvenient-realities-new-energy-economy>

6 Foundations of the current global political economy

The mechanical or physical foundations of the global political economy evolved over millennia and are described and explained in the 5th iteration Critical Thinking's analysis which was published in the *Islamic Economics Journal* of King Abdulaziz University²⁸.

We are farmed through our ignorance of the fundamental pillars of our enslavement: institutional *hierarchy*, theft of the *commons* and *usury*. Unless these are addressed, nothing will change the trajectory towards the total subjugation of humanity and catastrophe.

7 Bridging the Reality Gap

How We Live (Section 2.1) refers to the reality gap, which holds that most people's perception of the world, its institutions, events and issues, seldom match the underlying realities of these phenomena. Unless we bridge this reality gap, we not only help to perpetuate and accelerate the march towards the new world order, one world government and the total subjugation of the human cattle but we are also blind to their plan to cull the human herd. Suffice to say that the preparations to reduce the global human population have been made and the execution of those plans would seem to be imminent.

How We Live contains a Section entitled *Culling the Human Cattle* which explains this in greater depth.

8 Shared Understanding

For all the aforementioned critique of academia, Critical Thinking and others depend upon numerous academics for perspectives on issues and events for the co-creation of a shared understanding of reality. To be clear, the problem is not academics but the institutional hierarchy under which they operate which blinds us all to reality.

That said, it is in the interest of academics, as well as their own moral and academic obligation, to push the boundaries of acceptable dissent either within their own institutions or in collaboration with others outside the confines of institutional hierarchy.

There are signs that this is happening but in order to create a shared understanding of reality among a sufficient number of people with the power to shift human perception, we still have a significant way to travel.

History provides us with many examples of shifts in human perception, when some new information or fact is embraced as "real" by a sufficient number of people causing them to overturn the prior "authorised" world view. Both Copernicus and Galileo suffered the wrath of authority because they found it difficult to "unknow" what they'd learned from their study of celestial bodies. The discovery that Earth is not the centre of the universe or even the Solar system took many years to permeate human consciousness but eventually, it did. That was in an age of glacially slow communication between relatively few individuals.

28 Reform Proposals in the Monetary System for Attaining Global Economic Stability
https://iei.kau.edu.sa/Files/121/Files/153872_30-02-09-Clive-3.pdf

In today's internet era of instant global communication, human perception can shift abruptly.

A shift in human perception is occurring in respect of political economy; a small but growing number of people are awakening to their reality, ie. they know they are farmed: *by whom, how and why*.

9 CoCreative Learning

Critical Thinking's methodology evolved through practice and incorporates wisdom and example from too many other sources to mention here but it has been documented and shared as a free, open source resource²⁹ for anyone to use or adapt as they see fit. It is the multiple perspectives derived from co-creative learning which reveal the true nature of the global political economy; more and more people are co-creating their shared, expanded understanding of reality. This is the second stage of learning as described in *How We Live* (Section 2.1) – expanding understanding.

Technology, ie. the internet, underpins co-creative learning by facilitating the evolution of an ecology of learning among a distributed network of human scale circles of trust. The true power of the internet is not the ability to communicate with millions but its knitting together a growing number of people and groups who are searching for truth and information which reveals our reality.

Institutional hierarchy makes it virtually impossible to understand the current political economy but in co-creative learning, there is no hierarchy. Critical Thinking's motto reads: **Nothing is Impossible, If You Don't Mind Who Gets The Credit.**

10 The Great Awakening

This awakening to reality is visible within the business community among whom are those who can no longer ignore the inconsistencies and contradictions in authorised narratives.³⁰ There is an impending *trust apocalypse* in which people will no longer accept the lies from corrupt institutions and this process is being accelerated by technology and the internet.

Our reliance and dependence on the authority of institutional hierarchy has a long history and is deeply ingrained in the human psyche. Once we step out of the habit of trained obedience to authority to question its integrity and motivation, we find authority not only wanting but working consistently against our interests. Structural incentives and penalties ensure that those in authority work to benefit themselves and the “farmers” at the expense of the rest of us.

We should never forget that *we are sovereign beings with the right to self-determination, co-dependent on each other, our ecology and the universe.*³¹

Our enemy is our ignorance.

29 <https://cocreativelearning.org/>

30 <https://www.linkedin.com/pulse/you-ready-clive-menzies>

31 <http://www.freecriticalthinking.org/daily-pickings/2821-sovereignty-and-democracy>

We are shackled and domesticated as human cattle by our beliefs and deference to corrupt authority. By co-creating a shared understanding of reality, human perception will shift to realise that non-hierarchical, self-organisation³² is the plausible alternative to life on the human farm.

Mortal men and women aren't fit to rule over anyone but themselves. We each have a cosmic obligation to be personally responsible for our own thoughts & actions.

32 <http://www.freecriticalthinking.org/daily-pickings/1461-reinventing-organisation-s>

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Clive Menzies is the coordinator of the MacroRisk Connect programme³³ which draws on the principles and process of CoCreative Learning, to assess and evaluate macro risks in the evolving political economy.

This paper is based on the work of Critical Thinking at the Free University³⁴ and was edited by Ciaran Casey of Mast³⁵.

CoCreative Learning is the free, open source learning methodology developed within and used by Critical Thinking.

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33 <https://macroriskconnect.com/>

34 <http://www.freecriticalthinking.org/>

35 <https://mast.ie/>