**I. Neoliberalism, Education and Power**

**A. Institutional function of Education**

**1. historically: conservative**

**a. dominant norms and values**

**b. social myths aka conventional wisdoms**

**c. reproduce status quo and power arrangements**

**2. Enlightenment:**

**a. new concept of what it means to be human**

**i. inherently valuable**

**ii. unique**

**iii. unfulfilled capacities**

**b. “bring forth”**

**i. imagination and creativity**

**ii. knowledge and critical thinking**

**iii. importance of collective life and human solidarity**

**ethical**

**political**

**B. Education and Power**

**1. Industrial revolution and political revolutions**

**a. bourgeoisie in power**

**b. socialize and train proletariat (not educate)**

**2. Industrializing American immigration and success**

**a. Anglo-Saxon bourgeoisie in power**

**b. socialization of the “inferior races”**

**c. Social Darwinism**

**3. Post-WWII America**

**a. class power**

**b. indoctrinating the middle class**

**i. consumerism: new norms, social roles**

**ii. American Exceptionalism**

**4. 1960s: education and resistance to power**

**a. humanities**

**b. Port Huron Statement**

[**http://coursesa.matrix.msu.edu/~hst306/documents/huron.html**](http://coursesa.matrix.msu.edu/~hst306/documents/huron.html)

**II. Neoliberalism and Education**

**A. Loans, SAPs and Education**

**1. Developmental Loans**

**2. SAPs**

**3. Education**

**B. Neoliberalism and Education in the U.S.**

**1. Neoliberalism again?**

**2. Driving forces**

**a. capitalism**

**b. technology**

**i. tools**

**ii. techniques**

**3. Social Institutions**

**a. institutions need to be redefined and restructured according to**

**the principles of the free market**

**i. free market is synonymous with freedom, defined**

**as freedom of choice**

**ii. creates the institutional environment where freedom**

**of choice can be exercised**

**b. technology needs to be central in the redefinition and**

**restructuring of institutions**

**i. education is not just an institution that uses technology**

**ii. technology must shape education**

**iii. technology is the environment in which learning takes place**

**4. Redefining education**

**a. “school reform” (public schools have failed need to reform educational system**

**b. primary function needs to be**

**i. produce a workforce that can compete**

**in global village**

**ii. vocational**

**c. technology**

**d. goal: efficiency**

**e. measurable**

**i. quantifiable**

**ii. standardized**

**iii. predictable**

**f. business model**

**i. school administrators will be managers**

**ii.. teachers: specialized technicians managing**

**standardized curriculum**

**iv. manage costs**

**5. Restructuring education K-12**

**a. charter schools**

**i. publicly financed**

**ii. privately controlled**

**b. voucher systems**

**i. public money to families**

**ii. towards private schools**

**c. public system: rigorous accountability**

**i. teachers**

**ii. administrators**

**iii. schools**

**d. teachers and teaching**

**i. limit teacher input in redefining and restructuring the system**

**ii. technical mediators of predefined curriculum**

**iii. flexibility**

**d. learning experience**

**i. knowledge transfer of specialized curriculum**

**ii. knowledge and skills necessary for**

**jobs in global workforce**

**iii. less teaching, more testing**

**v. testing is a measuring and selection process**

**6. Restructuring higher education: public universities**

**a. self-funding, revenue generating**

**b. vocational institutions**

**c. business model**

**i. Administration: CEOs and managers**

**ii. degree is commodity and as such needs to be purchased, degree is social capital exchanged in market place**

**iii. supply and demand, buyers and seller**

**iv. partnership with educational corporations**

**v. cut costs, establish revenue streams**

**vi. cheap and obedient labor force**

**c. faculty**

**i. full-time tenured revenue producers**

**ii. lecturers**

**no guarantees**

**no benefits**

**no power**

**d. students**

**i. consumers**

**ii. revenue streams**

**7. SDSU as an example**

**a. decrease in state support**

**b. increase in tuition and fees**

**c. CEO/president: raise revenue**

**d. transformation: research institution**

**e. business model**

**f. FTES and graduation rates**

**g. technologized education**

**i. corporate partnerships**

**ii. CTL**

**iii. online corporations**

**h. two-tiered faculty**

[**http://video.pbs.org/video/2365209941/**](http://video.pbs.org/video/2365209941/)

**C. Critique of neoliberalism and education**

**The current powerful corporate-based un-reform movement is wedded to developing modes of governance, ideologies and pedagogies dedicated to constraining and stunting any possibility for developing among students those critical, creative, and collaborative forms of thought and action necessary for participating in a substantive democracy.**

**1. Education is more than commodity purchased by individuals**

**a. education as a public good: California 1950s/60s**

**b. democracy: ideas, critical thinking,**

**c. Enlightenment ideal**

**2. the “failure of public education”**

**a. deindustrialization: growing inequality**

**b. “eternal” war: “war on terror”**

**c. “eternal” tax cuts**

**d. global financial crisis**

**e. school bonds: “then” and “now”**

**f. California**

**i. $17 billion in cuts**

**ii. 20,000 teachers, nurses, school librarians and counselors fired**

**iii. art, music and vocational programs eliminated**

**iv. 50% of teachers quit in 5 years**

**3. “school reform” as profit over people**

**a. corporations and the rich: $500 billion**

[**http://www.fair.org/blog/2014/03/19/are-charter-schools-really-helping-poor-children/**](http://www.fair.org/blog/2014/03/19/are-charter-schools-really-helping-poor-children/)

**b. charter schools vs public schools**

**i. public space, choose public students, public money, no public oversight**

**ii. Boards of Directors, CEO Success Academy**

**c. co-locations**

**i. free space**

**ii. cuts public space**

**iii. cuts special needs programs**

**b. closing public schools**

**c. empowered teachers vs powerless teachers**

**d. what is left of public schools: prep schools for prison- industrial complex**

**5. higher education**

**a. academically adrift**

**b. gate keeping**

**i. access**

**ii. ideas**

**c. debt bondage**

**d. “good” research and “deserving” faculty**

**e. business model**

**i. FTES**

**ii. graduation rates as student “success”**

**iii. technology and profit**

**large classes**

**virtual classes**

**iv. faculty-student ratio**

**vi. sports**