I. Education

A. Historically Institutional function of Education

1. conservative

a. dominant norms and values

b. social myths aka conventional wisdoms

2. reproduce status quo

3. power arrangements

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. American Exceptionalism

4. Colonialism and education

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. efficient

e. measurable

i. quantifiable

ii. standardized

iii. predictable

f. business model

i. school administrators will be managers

ii. students will be consumers

iii. teachers will be service workers mediating the

technologized learning experience

“the guides on the side”

iv. manage costs

5. Restructuring education K-12

a. charter schools

i. publicly financed

ii. privately controlled

iii. no teacher unions

b. voucher systems

i. public money to families

ii. towards private schools

c. evaluating public system: standardized testing

i. teachers

ii. administrators

iii. schools

d. learning experience

i. knowledge transfer

ii. specialized knowledge and skills necessary for

jobs in global workforce

iii. less teaching, more testing

v. testing is a 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

iv. partnership with educational corporations

v. cut costs, establish revenue streams

vi. pacify 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

C. Critique of neoliberalism and education

1. What is education? Is it a commodity for purchase in the marketplace or is it a public good? Universities and public space?

a. Education as a public good: California 1950s/60s

b. Public space: ideas, critical thinking, collective and self- reflection and understanding

2. Threat of public education: education and the critique of power

a. education and democracy: disobedience vs obedience

b. education and critical thinking: problem posing vs problem solving

c. education and what it means to be human

d. education and knowledge: abstract vs contextualized

e. Port Huron Statement

f. activist students

3. Shock and 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

4. “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/>

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