

Edl and education.  
after the wwii  
neoliberalism came



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EDL696ARace, Neoliberalism, and Education      Neoliberalism on Education

and Race1/19/18      “ Thevery design of neoliberal principles is a direct attack on democracy.”-NoamChomskyIntroductionNeoliberalism is a complex subject especiallywhen we think about class, race, gender, and education. After the WWII neoliberalismcame into being to revive the world economy (that was destroyed during theWWII), by introducing free market, globalization and competition. Neoliberalism is in fact a totality whicheffects all aspects of people’s lives, including the government, policies, economy, global relations, race, class and education.

In addition to personalliberty, it brought in some positive ideas which includes market innovations, competition, better variety of products with cheaper price tag. Neoliberalismenhanced globalization, for example, consumer traders and entrepreneurs havegained tremendous power in the global market, such as free trade thateliminates tariffs to increase free flow of goods from one country to another, and to advance the overall comfort and security of the people. The government provides social safety net forthe poor people that comes from the taxes paid by the wealthy to supportswelfare for all, which includes, unemployment benefits, public healthcare sothat it overall benefits the poor people to not fall below poverty line. However, the philosophy of neoliberalism does not encourage this idea and reduces taxfrom wealthy people. Neoliberalism, whenviewed through critical theoretical lens, focuses on school choices andcompetition in the education system so that it serves the interests of those inthe upper social stratification. It is essential to note that differentethnicities and race go through different obstacle to educational attainment. Does neoliberalism

play out and how, when we considered education and race? The main discussion in this paper will be on the relationship between race, neoliberalism and education and its influence on race and education. Our weekly class reading will be examined and quoted to support this paper's argument.

The relationship between neoliberalism, race and education The purpose of education is to educate children equally who have goals and aspirations in life to successfully learn and grow as an educated and a critically minded individual and thoughtful citizen, they will in turn make the world a better and most importantly a safe place to live and grow in. The importance to educate developed after the World War II, schooling was freely available for everyone. The right to education for all ethnicity, race, class, and gender and culture. Chubb & Moe state ".....

. the key differences between public and private environments—and thus between public and private schools—derive from their characteristic methods of social control: the public schools are subordinates in a hierarchical system of democratic politics, whereas private schools are largely autonomous actors “controlled” by the market.” (Chubb & Moe, 1988, pp. 1064). “The education system is fractured by neoliberalism creating segregation, division and resistance.

Therefore, education has not brought openness, on the contrary it has increased the gap between rich and poor. Marketization, competition and for-profit universities are common elements at higher education level.” (Miller, Andrew B, & Whitford, 2016. pp. 136).

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Neoliberalism started to emerge in the early 80's which gradually effected the school systems through deregulation, that allowed schools to have more choice through charter schools and private schools, eventually this led to competition and inequality among students and the schools. For example, instead of collaborating and continuing to have equal access to education for all, schools started to compete for resources which eventually led to segregation of class and race. Likewise, in one of our class readings, Hole, noted "...

that the neoliberal turn originated in the postwar struggles to revitalize a dwindling agricultural and industrial southern economy and to maintain school segregation after the *Brown v. Board of Education*." (Hole 2012). In addition, the readings from Gloria Ladson-Billings, who talks about "separate schools and the impact of the achievement gap in terms of educational achievements and funds allocation in schools that effects students who belong to different race, ethnic and socioeconomic background." "The funding disparities that currently exist between schools serving white students and those serving students of color are not recent phenomena. Separate schooling means differential and unequal funding disparities. The present-day funding disparities between urban schools and their suburban counterparts present a telling story about the value we place on the education of different groups of students." (Ladson-Billings, 2006).

Schools also increasingly became standardized in the measurement of student's ability through the rise of standardized testing. Given the school choices, schools favor students who perform well on standardized admissions tests and who have high grade point averages (GPAs) from secondary school.

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Furthermore, it negatively effects the bright and creative students who come from low socio-economic status (SES), since the assessments determine the success level of the student. Furthermore, Au (2011) states that “ By reducing students to numbers, standardized testing creates the capacity to view students as things, as quantities apart from human qualities” (Au, 2011, p. 37).

Therefore it is not the students who get to decide their school choice, but it is the school that chooses the students. As we discussed in our class readings, Lipman (2011) in her new book *The New Political Economy of Urban Education*, states “ the current push in education reform is more about political and economic ideology than about improving schools for the students who are least well served by public schools. She mentions “ turnarounds” specifically, and privately-run charters in general are used by mayors and other policy makers to gain political points and make new urban neighborhoods “ safe” for the upper middle class while further marginalizing low income families -specifically in non-white communities.” (Lipman, 2011). Besides the students the people who are most affected are the teachers. With the rise in standardization of the curriculum, the schools have no choice to review and revive the curriculum to make teaching more creative that meets the students creative and intellectual levels. Neoliberalism also effects the power to explore new pedagogy. In a school system the teacher is considered successful or survives if he/she shows an increase in test score of the students.

This form of system mostly effects the children who come to schools to learn and explore new concepts and subjects, are often taught from a uniform

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curriculum which leadsto competition and lack of creativity, which causes stress in the young mindsand lives. The children are powerless as they are trapped in the fixedcurriculum, the parents and students just follow what is offered, they are notchallenged which ultimately leads to drop outs in huge numbers. In the readingfrom Stitzlein & Smith (2016). “ Teacherturnover produces instability within schools, communities, and teachingworkforces. This is especially true of charter schools, which experience higherturnover rates than traditional public schools” (pp.

51). Neoliberalism has really destructed andnegatively affected the schooling system. In the higher education privatization has beenon anvil for quite some time now and it is justified by the argument that itimproves the quality of education and improves the efficiency of teachers aswell as students. This phenomenon is visible with the spread of private highereducation and the way the state managed institutions have transformed themselves. The private universities are more overtly selling the so-called skills whereasthe state run institutions have privatized the non-teaching spheres and started cost cutting throughcontractualisation/casualization of the teaching labor force.

The Universitieshave become a marketplace in a neoliberal world. As stated by Bonilla-Silva, (2001) in herarticle, “ Racism is the product of racial domination projects (e. g., colonialism, slavery, labor migration, etc.), and once this form of socialorganization is emerged in human history, it became embedded insocieties.” (Robinson, 2000). Inaddition, Brown & Delissovoy (2011) quotesBonilla-Silva’s statement which suggests that “ race and racism are bothsystemic and institutional, as opposed to be an outcome of <https://assignbuster.com/edl-and-education-after-the-wwii-neoliberalism-came/>

other forms of oppression (such as that based on class) or an overt and irrational act of racist practices." Bonilla-Silva (2006) "...the way racism is structural and systemic in all racialized social systems the placement of people in racial categories involves some form of hierarchy that produces definite social relations between the races.

The race placed in the superior position tends to receive greater economic remuneration and access to better occupations and/or prospects in the labor market, occupies a primary position in the political system..." (469-470). It is crucial for the economy's growth and progress that the children from different background, color and ethnicity should be educated to represent confidently a skilled workforce globally. The universities have become money minting businesses and the student are commodities. The education system is no longer seen as a social good with essential values and ethics, this practice has negatively affected human race, especially poor children and women. Because they belong to different social and cultural background and especially who are not privileged. To further draw from our weekly readings, Lipman in her book states that "to bring education, along with other public sectors, in line with the goals of capital accumulation and managerial governance and administration" (Lipman, 2011, p. 14). The politics and neoliberal ideology of the current education climate in the United States, which is more focused on political and money-making ideologies than focusing on fixing the broken education system or catering to the poor children, especially African American and Latino/a who are not well served in the society when it comes to their intellectual curiosity and development.

Conclusion Kolderie, Ted suggests, " that the basic issue is not how to improve the educational system; it is how to develop a system that seeks improvement." (Lieberman, M, 1998). Equal opportunity should be given to teachers and parents, to share decision-making power in terms of policies, to decide the policies that can be good for them and the students. If every citizen of the United States has the same constitutional rights, that there shouldn't be a racial issue in the justice system. The justice system needs to stop seeing all black individuals as " criminals", and the education system needs to offer equal educational opportunities to all public schools. To truly practice social justice, it is important that every student and teacher should be respected and treated equally. Every student is different, they should be valued than treating them as commodities.

As stated by Stitzlein & Smith (2016), " To maintain a true commitment to social justice, we must ensure that our founding philosophies and practices resist alienation, objectification and commodification." (Stitzlein & Smith, 2016). Tremendous amount of additional research work and awareness is needed in the education system to create significant and meaningful reforms. Why do we still have to continue to fight for social justice, political and cultural equality? Will there be a change, why are people becoming more selfish and don't think about the welfare of today's children, will the world be a better place tomorrow for today's children? Schools should always aim for continuous improvement, so they can provide the best quality and equal education to all kinds of students and an overall better educational outcome can be achieved that can change the values of the education system.



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