Disaster capitalism as neoliberal instrument for the construction of early childhood education/care policy: Charter schools in post-Katrina New Orleans

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Abstract

This article is taken, with publisher permission, from the Rethinking Childhood Series book: Cannella, G. S. & Diaz Soto, L. (Eds.) (2010). Childhoods; A Handbook. NY: Peter Lang. This paper examines the impact of neoliberalism on early childhood education, care, and policy both as a global phenomenon and in the form of disaster capitalism in post-Katrina New Orleans. Neoliberalism is discussed in general terms and then analyzed through a critical, feminist, poststructural, and postcolonial lens in order to reveal the way in which early childhood policy and practices in the United States (such as with NCLB, school choice initiatives, and the charter school movement) have been used as mechanisms to control and privatize services like public education for young children, creating vast inequities and denying access to a free and appropriate education for many. The reader is referred to the complete book for additional critical, feminist, post-structural, reconceptualist analyses on social justice issues within early childhood studies.

Full Text:

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Edu-capitalism and the governing of early childhood education and care in Australia, New Zealand and the United States. Global Studies of Childhoods, 6(1), 123-135. more. Smith, K., Tesar, M., & Myers, Y. C. (2016). Edu-capitalism and the governing of early childhood education and care in Australia, New Zealand and United States. Through analysing policy text supported by the work of post-thinkers, the rethinking, re/imagining, and remapping of early childhood that this article performs do not offer consensus but make room for both problematizations of and possibilities within the contemporary concerns of different theoretical and geographical perspectives from Australia, New Zealand and United States. (2010). Childhoods; A Handbook. NY: Peter Lang. This paper examines the impact of neoliberalism on early childhood education, care, and policy both as a global phenomenon and in the form of disaster capitalism in post-Katrina New Orleans. Neoliberalism is discussed in general terms and then analyzed through a critical, feminist, poststructural, and postcolonial lens in order to reveal the way in which early childhood policy and practices in the United States (such as with NCLB, school choice initiatives, and the charter school movement) have been used as mechanisms to control and privatize services like public education for young children, creating vast inequities and denying access to a free and appropriate education for many. The reader is referred to the complete book for additional critical, feminist, post-structural, reconceptualist analyses on social justice issues within early childhood studies.

At the time Katrina hit New Orleans, Pence was chairman of the powerful and highly ideological Republican Study Committee. On September 13, 2005 — just 14 days after the levees were breached and with parts of New Orleans still underwater — the RSC convened a fateful meeting at the offices of the Heritage Foundation in Washington, D.C. Another demand called for giving parents vouchers to use at charter schools, a move perfectly in line with the vision held by Trump’s pick for education secretary, Betsy DeVos. All these measures were announced by President George W. Bush within the week.