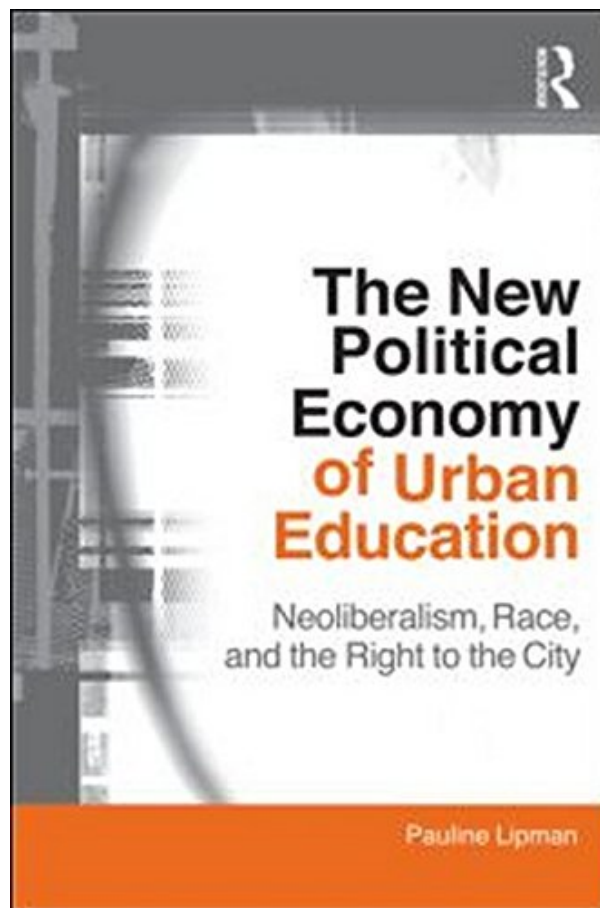
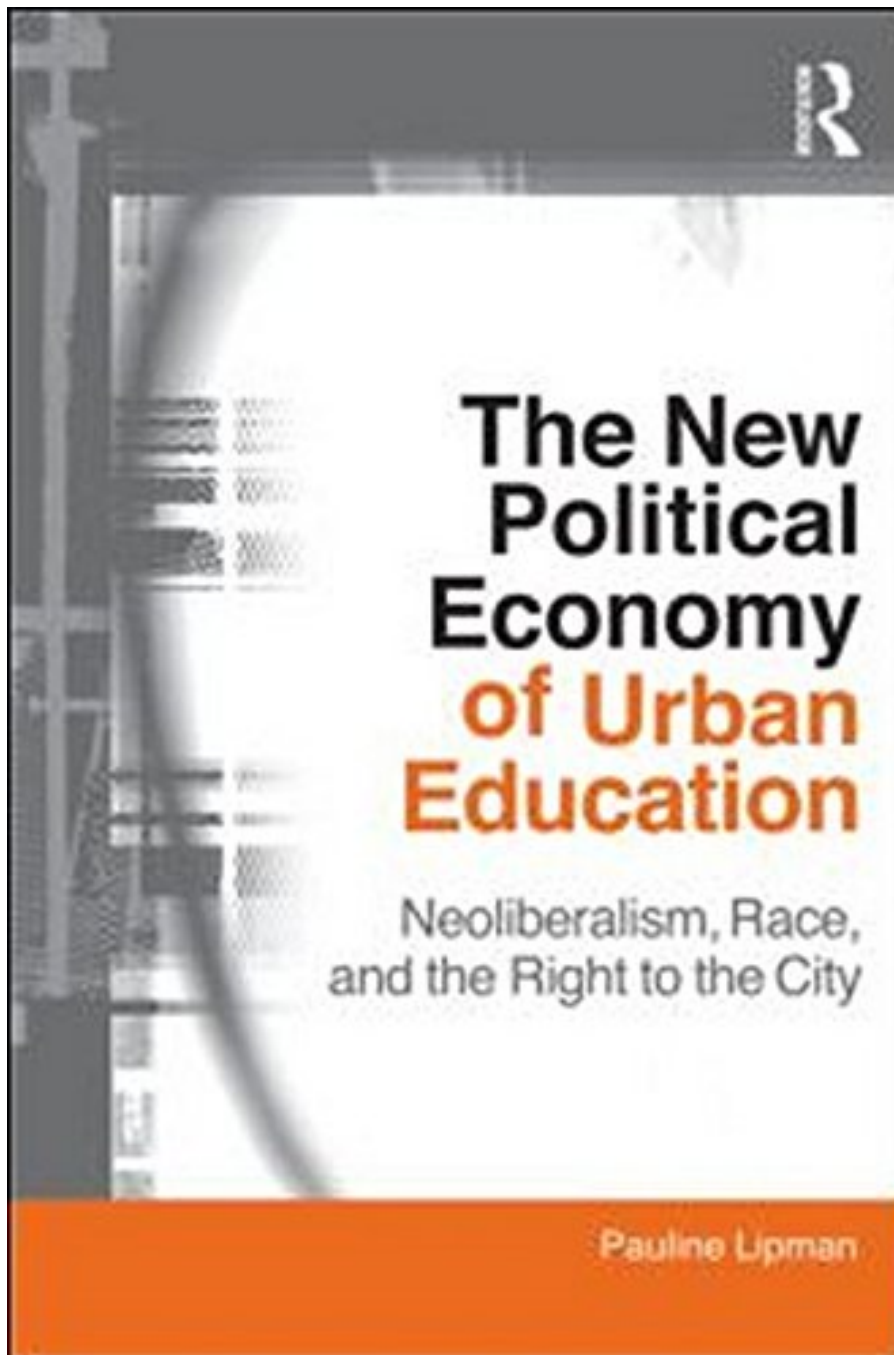


**THE NEW POLITICAL ECONOMY OF
URBAN EDUCATION: NEOLIBERALISM,
RACE, AND THE RIGHT TO THE CITY
(CRITICAL SOCIAL THOUGHT) BY
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Review

"Refreshingly, [Lipman] is attempting to seek answers, as she probes the ways in which the changing urban landscape has shaped (re-shaped) urban education...Like the rest of us, [she] holds out hope in this book for a transformation of values and of systems, so that everyday people can reclaim the public sphere, public schools, and continue to hold accountable those responsible for governing our everyday lives."?Teachers College Record

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Urban education and its contexts have changed in powerful ways. Old paradigms are being eclipsed by global forces of privatization and markets and new articulations of race, class, and urban space. These factors and more set the stage for Pauline Lipman's insightful analysis of the relationship between education policy and the neoliberal economic, political, and ideological processes that are reshaping cities in the United States and around the globe.

Using Chicago as a case study of the interconnectedness of neoliberal urban policies on housing, economic development, race, and education, Lipman explores larger implications for equity, justice, and "the right to the city". She draws on scholarship in critical geography, urban sociology and anthropology, education policy, and critical analyses of race. Her synthesis of these lenses gives added weight to her critical appraisal and hope for the future, offering a significant contribution to current arguments about urban schooling and how we think about relations between neoliberal education reforms and the transformation of cities. By examining the cultural politics of why and how these relationships resonate with people's lived experience, Lipman pushes the analysis one step further toward a new educational and social paradigm rooted in radical political and economic democracy.

- Sales Rank: #404247 in Books
- Published on: 2011-03-23
- Original language: English
- Number of items: 1
- Dimensions: 8.90" h x .40" w x 5.90" l, .70 pounds
- Binding: Paperback
- 224 pages

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connects the dots between economics, race and education reform

By Mr. Cantor

Lipman lays out the case that 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 shows how school "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. Many people are realizing that "school choice" is not working to improve public education, but Lipman points out why charters and turnarounds are still being pushed despite evidence that they are no better than neighborhood schools. It's more about real-estate development, conservative ideology and municipal power than about education. The book is a pleasure to read because it includes hard data along with stories of parent and

teacher activists working to save their schools from destruction. The chapter on venture philanthropy is especially helpful for understanding the role that the huge foundations are playing in this hostile takeover of urban neighborhood schools. This is a must-read for anyone trying to get a complete view of the current education reform landscape. Lipman connects the dots.

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Nice connection made between the neoliberal model and current education reform.

By ryan owen

As an educator I read a lot of material about the politics and ideology of the current education climate in America and around the world. I'll keep this short and to the point, much like the book. In all I have read I have yet to find such a well thought and worked through connection between the social and political ideology of neoliberalism and the call for educational reform. The book is very specific to Chicago public schools and how neoliberal ideology has shaped the education debate in that specific school district and part of the country. However many, if not all, of the points and connections discussed translate to cities and districts across the country. The book is full of personal excerpts from students, parents, and teachers as they way in on the state of education and the schools they frequent. Highly recomend this book for any one even at all interested in the over education debate in this country, from teachers to citizens without children. This book lays out nicely how we have gotten to where we are in the current debate and spells out who all the players are and what kind of roles they play. As mentioned above it's short and a quick read, well worth the time.

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