

The Political Economy of Urban Schools

Martin T. Katzman

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Political Economy Of Urban Schools

Kenneth K. Wong



Political Economy Of Urban Schools:

The Political Economy of Urban Schools Martin T. Katzman, 1971 No detailed description available for The Political Economy of Urban Schools The Political Economy of Urban Schools Martin T. Katzman, 1971 No detailed description available for The Political Economy of Urban Schools **Ghetto Schooling** Jean Anyon, 1997 Argues that without fundamental change in government and business policies and restoring political power and economic opportunities to inner city residents and the redirection of major resources back into the schools and the communities they serve urban schools are consigned to failure and no effort at raising standards improving teaching or boosting achievement can occur **The Political Economy of Urban Schools** Martin T. Katzman, 1971 **The New Political Economy of Urban Education** Pauline Lipman, 2013-05-13 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

The New Political Economy of Urban Education Pauline Lipman, 2013-05-13 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 *Radical Possibilities* Jean Anyon, 2014-03-14 The core argument of Jean Anyon's classic *Radical Possibilities* is deceptively simple if we do not direct our attention to the ways in which federal and metropolitan policies maintain the poverty that plagues communities in American cities urban school reform as currently conceived is doomed to fail With every chapter thoroughly revised and updated this edition picks up where the 2005 publication left off including a completely new chapter detailing how three decades of political decisions leading up to the Great Recession produced an economic crisis of epic proportions By tracing the root causes of the financial crisis Anyon effectively demonstrates the concrete effects of economic decision making on the education sector revealing in particular the disastrous impacts of these policies on black and Latino communities Going beyond lament *Radical Possibilities* offers those interested in a better future for the millions of America's poor families a set of practical and theoretical insights

Expanding on her paradigm for combating educational injustice Anyon discusses the Occupy Wall Street movement as a recent example of popular resistance in this new edition set against a larger framework of civil rights history A ringing call to action Radical Possibilities reminds readers that throughout U S history equitable public policies have typically been created as a result of the political pressure brought to bear by social movements Ultimately Anyon s revelations teach us that the current moment contains its own very real radical possibilities

Challenges of Urban Education Karen A.

McClafferty, Carlos Alberto Torres, Theodore R. Mitchell, 2000-02-03 Presents current research and theoretical perspectives on the challenges facing educators in U S urban schools

Detroit and the New Political Economy of Integration in

Public Education Curtis L. Ivery, Joshua A. Bassett, 2022-09-10 This edited volume analyzes a little known but important

juncture in the history of racial integration and public education during the Obama administration through the advent of the Trump administration which also marks a significant transition of US racial politics and race relations from its foundations in civil rights movements of the 1950s 60s Focusing on the City of Detroit which via the historic Supreme Court case Milliken v Bradley stands as the central site of analysis for these broader national dynamics of race education and integration what we term as a new political economy of integration this volume offers a multidisciplinary perspective on the critical role

integration must play in the project of America becoming a multiracial democracy as US populations continue to grow more diverse and will soon transform the nation into a multiracial majority for the first time in its history

China's Global

Political Economy Robert Taylor, Jacques Jaussaud, 2018-04-27 Much has been written about China s economy as well as its business management system China s Global Political Economy however is designed to bring together these two perspectives serving to enhance our understanding of China s growing global role Examining changes in the management strategies of foreign companies investing in China and Chinese enterprises doing business overseas this book analyses China s political economy in the context of the Communist Party s changing policies The introductory section begins by studying the aspects of Chinese economic growth as it impacts on domestic social issues and the projection of Chinese power abroad Within this overall framework it then goes on to critically assess the effects of foreign investment business management strategies human resource management corporate social responsibility and the financial services sector Arguing that the encouragement of consumption is a significant objective of the Chinese leadership the last section is concerned with the importance of the food industry This book will be of interest to students and scholars of Chinese business management and international political economy as well as policymakers and business practitioners

Economic, Political and Legal

Solutions to Critical Issues in Urban Education and Implications for Teacher Preparation Stephanie

Thomas, Shanique J. Lee, Chance W. Lewis, 2022-06-01 The Montgomery bus boycott Student Nonviolent Coordinating Committee SNCC and Brown v Board of Education reveal incentives to reform as a result of economic political and legal threat It is difficult to change a person s heart or to change based on moral conviction alone However policies and laws can

be established that will change a person's behavior. Historically, there was rarely a time where societal changes were the result of a desire to do what was morally right. Doing what is right was contingent upon economic advantages, political motivation, or the threat of litigation. By the mid 1900s, the NAACP had learned a valuable lesson in the South that litigation or the threat of litigation was an effective tool in the quest for educational equality. Douglas 1995. More recently, the metro movement and the Los Angeles teachers' strike exposed corrupt behavior and insufficient working environments that have existed for decades. What is different? They have been exposed through political, economic, and legal means. As it pertains to educating African Americans, there was an ongoing role of servitude in the political economy of the South. Anderson 1988. This was subsequently disrupted through political, economic, and legal measures during Reconstruction. Racist ideologies and economic advantages were seen through Jim Crow Laws. Roback 1984, that were again disrupted through political, economic, and legal methods. Education has also been cited as what perpetuates our democracy. It is institutions that afford its citizens the skills and knowledge necessary for political participation. Rury 2002. Even when legal cases are unsuccessful, such as *Puitt v Commissioners of Gaston County* or *Plessy v Ferguson*, they can forge the way to successful litigation, dismantling racist ideologies that oppress African Americans. Although the *Puitt* decision did not remove the processes of discrimination against Black schools, it left intact the legal basis on segregated and unequal education. Douglas 1995. As citizens, it is imperative that we participate in the political process and use our authority to mandate the changes we would like to see in urban education. When theorizing this book, the intent was to provide an interdisciplinary look at solutions to critical issues in urban education through political, economic, and legal avenues. This book seeks to provide an interdisciplinary approach to solving the issues in education while connecting it to the effects on teacher preparation. Using historical and recent examples, scholars can piece together solutions that will guide others to political, economic, and legal action necessary to dismantle systems that have bound Black and Brown children. It is our intent to offer innovative yet grounded solutions that can purposefully move the conversation about solutions to critical issues in education to political, economic, and legal actions.

Second International Handbook of Urban Education William T. Pink, George W. Noblit, 2017-01-06. This second handbook offers all new content in which readers will find a thoughtful and measured interrogation of significant contemporary thinking and practice in urban education. Each chapter reflects contemporary cutting edge issues in urban education as defined by their local context. One important theme that runs throughout this handbook is how urban is defined and under what conditions the marginalized are served by the schools they attend. Schooling continues to hold a special place both as a means to achieve social mobility and as a mechanism for supporting the economy of nations. This second handbook focuses on factors such as social stratification, segmentation, segregation, racialization, urbanization, class formation, and maintenance, and patriarchy. The central concern is to explore how equity plays out for those traditionally marginalized in urban schools in different locations around the globe. Researchers will find an analysis framework that will make the current practice and outcomes of urban education and their

alternatives more transparent and in turn this will lead to solutions that can help improve the life options for students historically underserved by urban schools

Funding Public Schools Kenneth K. Wong, 1999 This book examines the fundamental role of politics in funding our public schools and fills a conceptual imbalance in the current literature in school finance and educational policy Unlike those who are primarily concerned about cost efficiency Kenneth Wong specifies how resources are allocated for what purposes at different levels of the government In contrast to those who focus on litigation as a way to reduce funding gaps he underscores institutional stalemate and the lack of political will to act as important factors that affect legislative deadlock in school finance reform Wong defines how politics has sustained various types of rules that affect the allocation of resources at the federal state and local level While these rules have been remarkably stable over the past twenty to thirty years they have often worked at cross purposes by fragmenting policy and constraining the education process at schools with the greatest needs Wong's examination is shaped by several questions How do these rules come about What role does politics play in retention of the rules Do the federal state and local governments espouse different policies In what ways do these policies operate at cross purposes How do they affect educational opportunities Do the policies cohere in ways that promote better and more equitable student outcomes Wong concludes that the five types of entrenched rules for resource allocation are rooted in existing governance arrangements and seemingly impervious to partisan shifts interest group pressures and constitutional challenge And because these rules foster policy fragmentation and embody initiatives out of step with the performance based reform agenda of the 1990s the outlook for positive change in public education is uncertain unless fairly radical approaches are employed Wong also analyzes four allocative reform models two based on the assumption that existing political structures are unlikely to change and two that seek to empower actors at the school level The two models for systemwide restructuring aimed at intergovernmental coordination and or integrated governance would seek to clarify responsibilities for public education among federal state and local authorities above all integrating political and educational accountability The other two models identified by Wong shift control from state and district to the school one based on local leadership and the other based on market forces In discussing the guiding principles of the four models Wong takes care to identify both the potential and limitations of each Written with a broad policy audience in mind Wong's book should appeal to professionals interested in the politics of educational reform and to teachers of courses dealing with educational policy and administration and intergovernmental relations

Political Economy of Urban Areas William B. Neenan, 1972

City Schools and City Politics John Portz, Lana Stein, Robin R. Jones, 1999 An explanation of why some US cities are better at educational reform than others It relates education to politics showing how the whole village can be mobilized to better educate tomorrow's citizens It is based on an 11 city study of civic capacity and urban education

Changing Urban Education Clarence Nathan Stone, 1998 With critical issues like desegregation and funding facing our schools dissatisfaction with public education has reached a new high Teachers decry inadequate resources while critics claim

educators are more concerned with job security than effective teaching Though urban education has reached crisis proportions contending players have difficulty agreeing on a common program of action This book tells why Changing Urban Education confronts the prevailing naivete in school reform by examining the factors that shape reinforce or undermine reform efforts Edited by one of the nation s leading urban scholars it examines forces for change and resistance in urban education and proposes that the barrier to reform can only be overcome by understanding how schools fit into the broader political contexts of their cities Much of the problem with our schools lies with the reluctance of educators to recognize the profoundly political character of public education The contributors show how urban political contexts vary widely with factors like racial composition the role of the teachers union and relations between cities and surrounding metropolitan areas Presenting case studies of original field research in Baltimore Chicago Houston and six other urban areas they consider how resistance to desegregation and the concentration of the poor in central urban areas affect education and they suggest how cities can build support for reform through the involvement of business and other community players By demonstrating the complex interrelationship between urban education and politics this book shows schools to be not just places for educating children but also major employers and large spenders of tax dollars It also introduces the concept of civic capacity the ability of educators and non educators to work together on common goals and suggests that this key issue must be addressed before education can be improved Changing Urban Education makes it clear to educators that the outcome of reform efforts depends heavily on their political context as it reminds political scientists that education is a major part of the urban mix While its prognosis is not entirely optimistic it sets forth important guidelines that cannot be ignored if our schools are to successfully prepare children for the future

The Praeger Handbook of Urban Education Philip M. Anderson, Kecia Hayes, Joe Kincheloe, Karel Rose, 2006-03-30 Maintaining that urban teaching and learning is characterized by many contradictions this work proposes that there is a wide range of social cultural psychological and pedagogical knowledge urban educators must possess in order to engage in effective and transformative practice It is necessary for those teaching in urban schools to be scholar practitioners rather than bureaucrats who can only follow rather than analyze understand and create Ten major sections cover the myriad issues of urban education as it exists today

Urban Schools, Public Will Norm Fruchter, 2007 In this important book Norm Fruchter argues that our national failure to carry out the Brown mandate has produced segregated urban school systems that fail to educate poor students of color Drawing on a rich array of research and personal experience he examines why urban districts have failed and what must be done to transform our city schools He identifies urban districts as the key actors in this transformation and profiles three school districts that have achieved significant success in closing the achievement gap He also identifies grassroots community organizing as a critical lever for provoking and supporting meaningful change in schools This provocative book should be read by all educators policymakers parents and civic activists committed to improving public education for all students Book Features Vignettes from the author

s broad experience with public schooling teacher parent organizer school board member foundation grant maker evaluator and researcher An in depth look at effective schools and the policies that support them Strategies used by grassroots campaigns to improve local schools and districts

The Political Economy of Urban Poverty Charles Sackrey, 1973

Charles Sackrey analyzes the problem of urban poverty pointing out the severe limitations of all existing data He explains the different theories of the principal causes of urban poverty in particular the poverty among urban blacks Considerable attention is devoted to different methods of studying poverty and the important role each plays in determining the solutions finally offered for public consideration There have been two basic kinds of antipoverty solutions over the past four decades liberal reform and revolutionary change Having been at different times strongly sympathetic to both camps Professor Sackrey has particular insights into the strengths and weaknesses of each In the final chapters of his book he contrasts the past performance of each camp and evaluates what they have to offer for the future

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Black Social Capital Marion Orr, 1999

Deindustrialization white flight and inner city poverty have spelled trouble for Baltimore schools Marion Orr now examines why school reform has been difficult to achieve there revealing the struggles of civic leaders and the limitations placed on Baltimore's African American community as each has tried to rescue a failing school system Examining the interplay between government and society Orr presents the first systematic analysis of social capital both within the African American community black social capital and outside it where social capital crosses racial lines Orr shows that while black social capital may have created solidarity against white domination in Baltimore it hampered African American leaders capacity to enlist the cooperation from white corporate elites and suburban residents needed for school reform Orr examines social capital at the neighborhood level in elite level interactions and in intergovernmental relations to argue that black social capital doesn't necessarily translate into the kind of intergroup coalition needed to bring about school reform He also includes an extensive historical survey of the black community showing how distrust engendered by past black experiences has hampered the formation of significant intergroup social capital The book features case studies of school reform activity including the first analysis of the politics surrounding Baltimore's decision to hire a private for profit firm to operate nine of its public schools These cases illuminate the paradoxical aspects of black social capital in citywide school reform while offering critical perspectives on current debates about privatization site based management and other reform alternatives Orr's book challenges those who argue that social capital alone can solve fundamentally political problems by purely social means and questions the efficacy of either privatization or black community power to reform urban schools

Black Social Capital offers a cogent conceptual synthesis of social capital theory and urban regime theory that demonstrates the importance of government politics and leadership in converting social capital into a resource that can be mobilized for effective social change

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