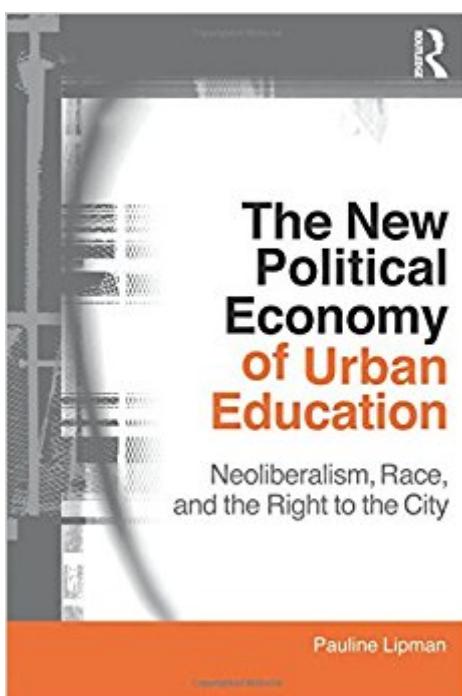


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# The New Political Economy Of Urban Education: Neoliberalism, Race, And The Right To The City (Critical Social Thought)



## **Synopsis**

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.

## **Book Information**

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## **Customer Reviews**

"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* "In this incisive intervention, Paula Lipman offers a devastating critique of the "common sense" assumption that markets can solve enduring urban problems such as racial exclusion, concentrated poverty and public school "failure." Written with theoretical authority and elaborated through extensive on-the-ground analyses of contemporary Chicago, this book provides the most comprehensive exploration to date of the bitterly contested interface between neoliberal urbanism and educational policy. This is activist scholarship at its very best: Lipman's call for a new "right to the city" oriented towards human flourishing and social justice rather than private profit will resonate powerfully among all those struggling to roll back and supersede contemporary forms of market fundamentalism." *Neil Brenner, Professor of Sociology and Metropolitan Studies, New York University* "In cities throughout the United States, fierce battles over the future of American education are being waged. In this important new book, Pauline Lipman explains why the conflicts over charter schools, the role of parents and teacher unions in school governance, and the closure of failing schools, is fundamentally related to who will control the future of American cities. Using Chicago as setting for her analysis, Lipman explores the dynamics within the struggles that have occurred in public education in recent years and the underlying interests that propel the protagonists. This detailed and illuminating study is a must read for anyone seeking to understand how the controversies over education policy will shape America's future." *Pedro A. Noguera, Peter L. Agnew Professor of Education, Steinhardt School of Culture, Education, and Human Development, New York University* "This book confirms Pauline Lipman's reputation as an outstanding critical education scholar. A must read for anyone who cares about urban education, it shines a light on the ways in which the privatization of urban schooling excludes and subordinates low income and minority populations and shows what might be done to build a more democratic and socially just alternative." *Sharon Gewirtz, Professor of Education, King's College London* "Written for both a general and academic audience, the book uses theoretical concepts in a manner that does not simplify the complexities of the phenomena they analyse but rather enriches our understanding of the concepts through their explication with interviews, policy analysis, and concrete examples. The New Political Economy of Urban Education should be widely read as an example of how to fuse activism and research and as an exemplary piece of intersectional research that contributes to the discussion on what to create after capitalism." *Alberta Journal of Educational Research*

Pauline Lipman is Professor of Educational Policy Studies in the College of Education, University of Illinois-Chicago.

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 recommend 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.

exactly what i needed for my course, i study urban education as my master's major

Great, albeit a bit political.

I can read it. it is in good condition Everyone should this book it is worth it. If you want to learn anything about politics

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.

This book is easy to read and insightful. I read it for a class and quoted excerpts to all family, friends, and co-workers. Every educator and parent MUST read this (really everyone) and become aware of what is really going on in our schools and cities in how schools are governed and constructed.. Politics should not form the basis of education and yet every teacher knows it's about politics within and without.. I plan to get a copy of this to the Presidential office. Becoming aware and implementing ideas from the timely reading of (though written almost 100 years ago Up From Slavery would set the stage for a more knowledgeable discourse and provide some needed changes from the top down

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