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Charter Schools as Postmodern Paradox: Rethinking Social Stratification in an Age of Deregulated School Choice

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For the last two-and-a-half years, authors Amy Stuart Wells, Alejandra Lopez, Janelle Scott, and Jennifer Jellison Holme have been engaged with a team of researchers in a comprehensive qualitative study of charter schools in ten California school districts. They have emerged from this study with a new understanding of how the implementation of a specific education policy can reflect much broader social changes, including the transformation from modernity to postmodernity. Given that much of the literature on postmodernity is theoretical in nature, this article invites readers to wrestle with the complexity that results when theory meets the day-to-day experiences of people trying to start schools. In their study, the authors examined how people in different social locations define the possibilities for localized social movements, and how they see the potential threat of greater inequality resulting from this reform within and among communities. They started with a framework that questioned how charter schools came into being at this particular time that is characterized by global economic developments and demands for a more deregulated state education system. This framework allowed the authors to examine the particularistic nature of a reform that defies universal definitions. Their purpose was not to definitively state whether or not charter school reform is "working," or whether or not it is leading to greater social stratification across broad categories of race, class, and gender. Rather, the authors focused on understanding how modern identities and postmodern ideologies converge and, thus, for whom charter school reform is "working," under what conditions, and on whose terms.

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Charter schools as postmodern paradox: Rethinking social stratification in an age of deregulated school choice The results of the replication of the Classroom Practices Survey in two states. 3-810. A S Wells. Wells, A. S., Lopez, A., Scott, J., & Holme, J. J. (1999). Charter schools as postmodern paradox: Rethinking social stratification in an age of deregulated school choice. Harvard Educational Review, 69 (2), np. [On-line]. School choice in urban America: Magnet schools and the pursuit of equity. New York: Teachers College Press.Google Scholar. Tapper, T. (1997). Charter schools as postmodern paradox: Rethinking social stratification in an age of deregulated schools. Harvard Educational Review, 69(2), 172-204.Google Scholar. Wells, A., Gutzik, C, Carnochon, S., Slayton, J., & Vasudeva, A. (1999). Underlying policy assumptions of charter school reform: The multiple meanings of a movement. Teachers College Record, 100(3), 513-535.CrossRefGoogle Scholar. Wells, A., Holme, J., Lopez, A., & Cooper C.W (2000). Charter schools and the postmodern paradox: Rethinking social stratification in an age of deregulated school choice. Harvard Educational Review, 69(2), 172-204. There will also be additional required readings from Blackboard (BB) plus additional handouts and websites that may not be found on the syllabus but will be announced in class. Due: Weekly reading and group discussion (Group A) (Post on BB by 2pm) 7 8 3/2 3/9 Testing and accountability: Positivist assumptions. Postmodern literature, like Postmodernism as a whole is tending to resist definition or classification as a movement. Postmodern literature is commonly defined in relation to a precursor. For instance post-modern literary work tends not to conclude with the neatly tied - up ending as is often found in modernist literature (Woolf, Joyce, Faulkner) but often parodies it. Authors are trying to celebrate chance over craft. Although postmodern literature doesnt include everything written in the postmodern period several post - war developments have significant similarities, like the Theatre of Absurd, the Beat Generation, and Magic Realism. Or some key figures like Samuel Beckett, William S. Burroughs, Gabriel Marquez are cited as significant contributors to the postmodern aesthetic. 2005. "School Choice, Charter Schools, and White Flight." Social Problems 52:398. Smith, Chuck. 2011. "The New Mexico State Constitution." 1999. "Charter Schools as Postmodern Paradox: Rethinking Social Stratification in an Age of Deregulated School Choice." Harvard Educational Review 69:172-205. West,

