PROGRAMME

The Final Oral Examination for the Degree of

DOCTOR OF PHILOSOPHY
Curriculum & Instruction

Shane M. Goodridge
2006  University of London  MA (History)
1999  Simon Fraser University  PDP
1997  Simon Fraser University  BA

“From Colonies to Nation: Locating the Historical Legitimacy of the American Charter School Movement”

Tuesday, April 9, 2013.
11:00 AM
MacLaurin building, room A341

Supervisory Committee:
Dr. Roy Graham, Department of Curriculum and Instruction, UVic (Supervisor)
Dr. Graham McDonough, Department of Curriculum and Instruction, UVic (Member)
Dr. Carolyn Crippen, Department of Educational Psychology and Leadership Studies, UVic (Outside Member)

External Examiner:
Dr. Daniel Laitsch, Faculty of Education, SFU

Chair of Oral Examination:
Dr. Erin Kelly, Department of English, UVic
Abstract

From colonies to nation, this work identifies and emphasizes the influence of interdependent communal relationships on the ascent of the charter school movement. These ideals were made manifest in colonial social covenants that were then compromised by the conformist republican mandate of the common school. These ideals were recovered incrementally as education was affected by broader historical forces, most notably the implementation of court-sanctioned racial apartheid during the Plessy era, the reaction to the underwhelming impact of Brown, and, beginning in the 1980s, the rise of legislation that prepared the way for charter schools. Moreover, this work challenges the assumption that charter schools have proven popular with American citizens due solely to promises of superior academic results. Alternatively, this work suggests that charter schools have prospered because they have challenged the state monopoly in K-12 education, and have thus worked to return balance to the dynamic between the individual and the state. Finally, this work troubles the idea that charter schools are Balkanizing American education, suggesting that the right of citizens to form charter schools, in an effort to sustain unique communities, is endorsed by the American metanarrative.

Research on American charter schools lacks a coherent historical framework. This work provides the charter school movement with an historical narrative that argues for the movement’s legitimacy based on its consistency with the American Republic’s founding philosophy.
Awards, Scholarships, Fellowships

2009 – Graduate Award, University of Victoria

Presentations