

Deterritorializing/Reterritorializing

BREAKTHROUGHS IN THE SOCIOLOGY OF EDUCATION

VOLUME 8

Series Editor:

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Scope:

In this series, we are establishing a new tradition in the sociology of education. Like many fields, the sociology of education has largely assumed that the field develops through the steady accumulation of studies. Thomas Kuhn referred to this as ‘normal science.’ Yet normal science builds on a paradigm shift, elaborating and expanding the paradigm. What has received less attention are the works that contribute to paradigm shifts themselves. To remedy this, we will focus on books that move the field in dramatic and recognizable ways—what can be called breakthroughs.

Kuhn was analyzing natural science and was less sure his ideas fit the social sciences. Yet it is likely that the social sciences are more subject to paradigm shifts than the natural sciences because the social sciences are fed back into the social world. Thus sociology and social life react to each other, and are less able to separate the knower from the known. With reactivity of culture and knowledge, the social sciences follow a more complex process than that of natural science. This is clearly the case with the sociology of education. The multiplicity of theories and methods mix with issues of normativity—in terms of what constitutes good research, policy and/or practice. Moreover, the sociology of education is increasingly global in its reach—meaning that the national interests are now less defining of the field and more interrogative of what is important to know. This makes the sociology of education even more complex and multiple in its paradigm configurations. The result is both that there is less shared agreement on the social facts of education but more vibrancy as a field. What we know and understand is shifting on multiple fronts constantly. *Breakthroughs* is the series for works that push the boundaries—a place where all the books do more than contribute to the field, they remake the field in fundamental ways. Books are selected precisely because they change how we understand both education and the sociology of education.

Deterritorializing/Reterritorializing

Critical Geography of Educational Reform

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SENSE PUBLISHERS
ROTTERDAM/BOSTON/TAIPEI

A C.I.P. record for this book is available from the Library of Congress.

ISBN: 978-94-6300-975-1 (paperback)

ISBN: 978-94-6300-976-8 (hardback)

ISBN: 978-94-6300-977-5 (e-book)

Published by: Sense Publishers,
P.O. Box 21858,
3001 AW Rotterdam,
The Netherlands
<https://www.sensepublishers.com/>

All chapters in this book have undergone peer review.

Cover photograph: *Representations*, 2016 © Kellie Welborn,
www.welbornimages.com

Printed on acid-free paper

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ACKNOWLEDGMENTS

Nancy Ares is indebted to Ed Buendía for thinking with her about schooling, critical geography, and ways that scholars can ponder the intricacies of reform. This is their second book around these issues, and each was a wonderful journey. She'd also like to thank Rob Helfenbein for his critical, creative thinking on these issues, and the way the three of us melded as a team. Shane and Adrian, my kids, are always a reminder of why I do this work – for love.

Ed Buendía sends sincere thanks to Finese for her unwavering support while writing instead of fishing.

Rob Helfenbein would like to thank the many colleagues and students (some represented here) that have helped, encouraged, and critiqued this project of thinking through the possibilities of critical geography and educational research and theorizing—thinking together has always been a joy. As always, special thanks to Kellie for the support and understanding of the time it takes to take up scholarly work.

The editors would also like to thank Loyola University Maryland students Matt Rossi and Vincent Liu for copyediting and formatting support in putting together this volume.