

Call for Chapter Abstracts:

Working-Class Knowledge(s) in the Academy: Theory, Practice and Method

Dr Carli-Ria Rowell

Book Outline

This edited collection recognises that “the academy as it currently stands, is the bastion of classed knowledge” (Walkerdine 2021: 67), that academic thought and practice have historically been the domain of the aristocratic and haute bourgeois male, thus leaving working-class histories overwhelmingly omitted from academia, or at best, written solely from the perspective of the privileged academic in the Ivory tower. At this same time, whilst social class has been central to the discipline of UK sociology and considered as an important dynamic in social research (Taylor 2006) it rarely features in methodological accounts. Whilst there exists a growing body of literature on the decolonial (Smith 2021) and feminist (Letherby 2003, Wickramasinghe 2009, Nielson 2019, Roberts 2013) methodologies, literature on class-based methods remains scant. It is against this backdrop that the book examines the power of, and possibilities afforded by a working-class background for the production of working-class knowledge(s) (in conversation with other paradigms) whilst remaining attentive to its complexities. It seeks to bring together accessibly written considerations of the methodological practices, moral dilemmas, and ethical nuances inherent in researching working-class communities and/or inequalities *as* a working-class sociologist sharing insight and strategies to researchers when navigating such issues not as a blueprint for others to follow but rather, to open conversation pertaining to working-class methods and methodology. An underpinning objective of the book is to encourage other working-class researchers to draw upon their working-class background, not as a tool to be exploited in order to make research more interesting, nor as the only prerequisite to the production of ethically sound and academically robust work; but as a mechanism by which, as working-class academics we are able to foster the production of working-class knowledge(s) within Western academic thought.

Call for Abstracts

The book seeks to engage with a variety of methodological practices including, but not exclusively, ethnography, in-depth interviews and creative methods. Moreover, it is envisaged that the book's contributions span across a broad range of sociological areas of enquiry such as education, austerity & poverty, gentrification & housing, gender, and sexuality (this is of course not a comprehensive list).

Contributors, by the very topic of the book are required to *self-identify as coming from a working-class background* and who research working-class lives/communities/inequalities in the UK. Moreover, given the context of the book (UK Sociology) contributors are further asked to identify either as coming from the discipline of sociology or whose work is sociological in nature. Contributions are welcomed from both established and emerging academics. Moreover, abstract submissions are especially welcomed from ethnically marginalised sociologists.

The scope of the book is wide ranging, and we encourage contributions on the following (though not limited to) thematic topics:

- The personal pull

- Access, positionality, insiderism, reciprocity
- The practice, ethics, and dilemmas of researching your own community
- On the micropolitics of separating out the self
- The complexities of reflexivity and the role of the classed emotions in sociological research
- Partisanship and ‘underdog sociology’
- Voice, class and the academy: who can speak for whom?
- Moral and ethical dilemmas of conducting working-class research
- The research gaze, academia and the working-class
- The politics of representation and dissemination
- Communicating scholarly research
- Public sociology & the working-class academic
- Activism, the academy and the pursuit and production of working-class knowledge(s)
- The power of and possibilities afforded by a working-class for the production of knowledge(s)
- The complexities of doing sociological research on and with working-class communities / inequalities as a working-class sociologist
- Navigating the affective landscape of working-class research
- Social class, power relations and the academy
- The complexities and relationship between class, race and ethnicity, racism, migration, geography and working-class knowledge(s)
- The impact of labour conditions and precarity on working-class research and knowledge production

Book Editor

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Chapter proposal/abstract submission

Please submit an abstract (approx. 300 words) with a potential title and topic area to Carli-Ria Rowell, (c.r.rowell@sussex.ac.uk) by [Monday 25th September 2023]. The abstract should include a clear overview of the focus of the chapter and the different topics that will be addressed. In addition, please include a short biography (max. 100 words) of the author(s). If you have any questions, please contact Carli via email.

Final contributions will be limited to 8,000 words maximum (including bibliography). Please note accepted chapter abstracts will form the basis for a full volume proposal made to Routledge (who has expressed a keen interest in the book and who have already reviewed the draft proposal). Upon award of the contract, the timeline is an 18 month turn-around all in from point of contract broken down as thus: 6 months from award of contract for 1st chapter, 6 months for 2nd edit of chapter, and a further 6 months to final submission.

Please also provide information on the following:

- a) Approximately how many tables, diagrams or illustrations do you plan to include in the chapter (if applicable)?
- b) Are there any stipulations by your funding body or institution that require any of this material to be published Open Access? If you have funding, or wish to find out more about

our Open Access options, please visit: <https://www.routledge.com/our-products/open-access-books/taylor-francis-oa-books>

Any questions regarding the scope of the book or potential submissions should be sent to Carli-Ria Rowell (C.R.Rowell@sussex.ac.uk). Feedback on the scope and content of the proposed book is also welcomed.

References

Letherby, G., (2003). *Feminist research in theory and practice*. McGraw-Hill Education (UK).

Nielsen, J.M. ed., (2019). *Feminist research methods: Exemplary readings in the social sciences*. Routledge.

Roberts, H. eds., (2013). *Doing feminist research*. Routledge.

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Taylor, Y., (2005). II. Classed in a Classless Climate: Me and My Associates... *Feminism & Psychology*, 15(4), pp.491-500.

Walkerdine, V., (2021). What's class got to do with it?. *Discourse: Studies in the Cultural Politics of Education*, 42(1), pp.60-74.

Wickramasinghe, M. (2009) *Feminist Research Methodology: Making Meanings of Meaning-Making*. London: Routledge.