

SAGE Proposal Guidelines

Thank you for considering publishing with SAGE. This document is a brief outline of what Commissioning Editors find useful in a book proposal.

SAGE publishes a variety of types of books, including student textbooks, high level specialist texts, handbooks, and study guides. Not all of the questions set out below will be relevant to your proposal, though the more information that you can provide at the proposal stage, the more likely it is that your proposal will satisfy our commissioning criteria.

Please do not hesitate to email or phone if you have any questions about drawing up your proposal.

How Long Should Your Proposal Be?

Proposals need to be long enough to give SAGE and your reviews enough information and a 'feel' for the book without being so long as to be off-putting for busy reviewers. As a rule of thumb, your proposal should be between 4,000 and 7,000 words, and your CV should be no more than a page. If your textbook is aimed at a large undergraduate cohort and includes more than 15 chapters—or is aimed at a widely taught student course of any kind—you need to provide more detail into the rationale behind the book, the content of each chapter, the pedagogical features, and what sets this book apart from its competitors. In this case, your proposal might be closer to 10,000 words in length.

If the style of the text is one of your proposed selling points, a draft chapter or extract may be requested.

Who will read your proposal?

The first person to read your proposal will be your potential commissioning editor. They will be looking for a clear rationale of how your book will fit the market, and how it will compare with competing titles. There are, however, two other key audiences to bear in mind.

Academics approached for peer review: Peer reviewers will be asked to assess the approach, rationale and content of your proposal. They will need a clear synopsis, a detailed table of contents and succinct chapter summaries to do this. For textbooks, or any title with a potential student readership, they will also be asked about proposed pedagogical

features, and how they see the book sitting on course and module reading lists.

SAGE's editorial board: The board will read the proposal in the context of the reviewers' comments. They will be considering the book's overall market potential, placing particular value on its unique selling points, its applicability to courses and modules, the size of the market (e.g. student numbers), and the competition.

Importantly, the editorial board is not made up solely of commissioning editors. For a proposal to be approved, it needs agreement from marketing, sales and production departments as well as editorial. Bear in mind that this broad publishing team – and not solely subject specialists – will be reading your proposal.

Proposed title and author order

Suggest a title that you think best reflects the book's content and the courses you are targeting. It is important that the title is clear, descriptive and appropriate to the relevant market. Bear in mind that many readers use search engines to find content and please try to choose a title that can be easily found using key terms. If possible please also provide 6-10 key words for the book.

If your book is co-authored please provide the correct order of authors; we will work from this document until you advise us otherwise. Please remember to date your proposal.

Using Postmodern Sources in the Social Sciences: a students' guide

David ===== and Peter =====

Submitted: 10 October 2018

A brief summary of the book – one or two sentences on each point

a) Why is it needed?

There is a perceptible divide between the discourses of professional Social Sciences researchers [as evidenced in scholarly journals] and those of their students in the field around the insights of post-modern political theory. Social Sciences researchers often draw to various extents on the writings of a select number of the 'Post-' [poststructuralist and postmodernist] scholars (for example, though chiefly, Michel Foucault, Derrida and more recently Gilles Deleuze) their work remains largely opaque to graduate students, who either ignore or else dilute them (through over-reliance on secondary sources).

The proposed text seeks to open up and make more explicit the principal insights of a range of Postmodern and Poststructuralist thinkers for research students (and supervisors) and to do so by exploring lived examples of how postmodern theory has been applied in research practice by recently successful doctorate and Masters-level students. The core intention is not an attempt to simplify or popularise these notoriously difficult texts, but rather to exemplify their realization in research practice; to show – through carefully worked, real-life examples of theses - how Postmodern and Poststructuralist ideas may richly enable research designs and analyses. In so doing the book will show how Postmodern and Poststructuralist thinking can be used in 21st century student research which critically address urgent contemporary lived-world issues and problems and may be expected to have a newly-invigorated impact on social policies and practices.

The book is thus partly an endorsement of St Pierre's (2017, 2018) methodological project which, after a method of inquiry 'using Derrida's deconstruction, Foucault's historical approaches, and Deleuze and Guattari's experimental concepts, slowly deconstructed conventional humanist qualitative methodology enabling *post qualitative inquiry*.' She now identifies her purpose as an encouragement 'after the ontological turn, to break the habit of rushing to pre-existing research methodologies and, instead, to follow the provocations that come from everywhere in the inquiry that is living and writing. (St Pierre, 2017, p.1)

b) What are the three most important selling points?

Three core selling points in this book are discrete features which, in combination, form a unique 'added value' for readers:

1. An account of the impact of postmodern theory on the social sciences – the 'Postmodern Turn' – highlights the perceptible divide between social science scholarly research emerging after the 'turn' and research students' outputs. This is an essential feature of the book because:
 - a. It provides a backdrop which justifies our development of a pedagogy of 'using' Postmodern sources; and
 - b. It highlights the abstracted epistemological critiques offered by Postmodern thought before focusing on empirical studies via the Case Study chapters.
2. Discussion of themes, according to author (e.g. Foucault, Deleuze etc.) will enable the bringing together of sets of ideas (such as 'Discourse Analysis', or 'Deterritorialisation' etc) through a variety of worked examples of how students have used these sources (in 'real' Education, Social Work, etc. contexts). This feature is important because it will enable students to see the potential of putting postmodern theory into practice through their own research studies.
3. The many discussion points suggested throughout the book, designed to be shared between students and supervisors (in one to one sessions and group seminar discussions) will facilitate a more sophisticated dialogue between supervisor and student (through a carefully curated pedagogy). This is important because it can initiate a learning process which might enhance greater synergy between academic discourses [as found in journal papers which are rich in postmodern theory] and research students' own work (where there is often a tendency to reduce postmodern theory to diluted concepts and over-simplified research processes to 'tick the postmodern box').

Through these features the book will make a significant contribution to the pedagogy of postmodern research methodologies which is not currently found elsewhere in the literature.

c) How does it differ from/ is it better than other books on the market?

Our text acknowledges Susen (2015) as a vital reference source in the field, and may be seen to complement this panoptic work through its illustration of postmodern thinking applied in professional contexts (which are not a feature of Susen's book). At the same time - though not in book form – we acknowledge St Pierre's (2017, 2018, *among many*) publications as key co-ordinates of our project (though again without the examples of student work which we provide).

Having conducted a brief literature search with several cross-tabulated search terms all related to postmodernism and social research we believe that no major publications to date have both explored postmodern theory *and* demonstrated how those theories can be used in analytical research practice by postgraduate research students. Alvesson's (2002) book is interesting to us because it explores how postmodern theory can deepen understanding of data collection methods, and indeed conceptualisations of data in general. We have identified no publications which used lived-out case studies to actively evidence *how* postmodern theories are used to enrich analyses of empirical data in social science research.

Alvesson (2002) provides an overview of postmodern themes, evaluates the possibilities and dangers of postmodernist thinking and develops ideas on how a selective, skeptical incorporation of postmodernism can make social research more conscious about problems and pitfalls, and more creative in working with data. A reflexive orientation runs throughout the book, which addresses themes such as how to

understand the individual in research, how to deal with the knowledge/power connection, how to relate to language and how to unpack rather than take for granted socially dominant categories in research work. One chapter addresses the research interview in the light of postmodernist concerns about the naivety of assuming that the interviewee is simply an informant, a truth-teller authentically expressing his or her experiences and meaning. Other chapters address issues of voice, interpretation, writing and reflexivity. The focus on topics such as voice and reflexivity are not geared to enriching research skills by theoretically framing data and findings for student researchers in lived contexts, but rather to the 'positioning' of the researcher. This is where our book differs: we address these omissions and provide 'case studies' of student theses to exemplify (a feature which Alvesson does not include).

We have identified few publications which explore the experience of many students who find themselves struggling to use postmodern sources; those available take the form of hypothetical and abstracted methodological 'guides' and we have identified no works which use lived-out case studies specifically to explore how the problematisation of empirics posed by postmodern theory affects the student and what can be done / has been done to interpret this theory into analytical practice. There is a small number of publications which have attempted directly to apply aspects of postmodern thinking to instances of professional practice, though these are mostly related to education generally and inclusive education specifically (e.g., Allan, 1996; 2010; Cohen, 2008). Our book acknowledges these early publications, which is in itself useful for students, and both: extends their contribution, and provides further practical applications across the various disciplines of social science. Allan (2010) promotes the use of Foucauldian methods and constructs in explaining and critiquing discourses on special educational needs; Allan (1996) has also sought to develop a 'box of [Foucauldian] tools' for identifying and analyzing how discourses are productive of subject- and object-identities in SEN settings. The papers which we identify have all initiated a more generalized, indicative direction for 'using' postmodern sources in social science research, but none describes and critically examines specific case studies and other research examples to substantiate how the potential which they posit can be unlocked by deploying the theories within those sources.

d) How will it appeal to students/how will the reader use it and why?

The book will appeal to those students whose critical grasp of social science methodology finds the received mainstream of method and analysis inadequate to the task of conceptualising, explaining and critically discussing social practices and normativity in the real world. We anticipate these students will use the book and its case studies to obtain insights as to how they can 'use' their chosen theorists/theories. Furthermore, student and supervisor shared reading of the case studies will serve as provocative prompts for critical reflection on their own and enrich and deepen the pedagogic dialogue between supervisor and student and within seminar groups.

This is important in present postgraduate studies because award bearing courses increasingly require a more patent – and properly recorded – reflection on the development of research themes and method. Further, with the extended nature of post graduate research training and development as required in many universities internationally, this book can serve as a core text for study modules the various disciplines of Social Science.

An overview of your ideas (900 – 1,500 words in length)

This is your opportunity to really explain your ideas and what has inspired them; editors and reviewers need to understand exactly what it is you are proposing. It is important that you provide as much information as possible including coverage of:

a) **Scope:** the content of the book – what is included and why? Don't forget to indicate what is being excluded as well; reviewers need to know the intended coverage and the rationale behind it.

For the purposes of this proposal, we use the term 'postmodern' as a catch-all which incorporates post-structuralism and we make little distinction here between them (though those differences will be addressed in the book). Adapting Lyotard (1984) we thus adopt a simple definition of post-modernism as '*a sustained incredulity towards metanarratives*' in social science, thus rejecting the classical social sciences insofar as they 'deploy supposedly universal knowledge to trump any competing description of the world' (Blaug, 1994: 51).

The book builds on the platform of ideas identified by Susen (2015) as the 'postmodern turn' in the social sciences; this 'turn' is such because it represents a paradigmatic shift in the epistemological, ontological, normative and methodological positionings of social sciences. Therefore, it constitutes a 'turn' from its predecessor paradigm – modernism – and to a new paradigmatic intellectual epoch. The 'turn' has variably impacted on the social sciences by successively challenging modernism's philosophical precepts, then radically fragmenting modernism's conception of history and historiography; this last move threatens any precepts of a robust, objective, generalisable mode of social scientific inquiry.

Our book hence implicitly poses a series of *treacherous* questions with wider and more profound scope, which we will pose after Part One (see annotated contents below). We ask:

- How can use of postmodern theoretical sources enrich postgraduate research students' works?
- What does postmodernism enable student researchers to "do" which they would otherwise struggle to do? In other words, 'why use postmodern sources?'
- What might a 'postmodern' thesis worthy of the name look like?
- What possible impact(s) could the postmodern thesis have on 'real-world' policies?

It is our task to use exemplifying material to persuade readers of the iterative answers we find to these questions and provoke critical discussion of our positions.

b) **Aims & market needs:** what does the book propose to do? How will the book achieve its aim? What are the most common obstacles that you and colleagues face in teaching?

The book aims to facilitate an enhancement in supervisor-student dialogue, and to support student-student discussion through seminar interactions wherever students are seeking to use postmodern sources to enrich their analyses and scholarly arguments. Further, we wish to prompt new ideas and evoke a deepened engagement with the sources themselves for the student researchers. It will achieve these aims through the case studies which are entwined into each chapter which focuses on specific postmodern authors and their work.

We aim to build a bridge across a space that we have identified between intensive scholarly engagement with postmodern ideas and scholarship and student-researcher tendencies towards avoiding consideration of postmodern ideas or diluting the theoretical profundity and richness of thinking to be found in postmodern sources. We posit that the development of heuristic tools for enabling student researchers to 'use' such sources more competently, autonomously and critically is necessary and beneficial for improving the theoretical richness of postgraduate research degree theses.

The composite case studies in the book will be spread across the range of author-specific chapters and are intended to be used – not least as Supervision Prompts – jointly by students and supervisors. The case studies will include:

- direct excerpts from successfully completed theses;
- explorations of how the scholarship which forms the focus of each chapter has enabled the student researcher to dig deeper into ostensibly apparent data;
- selected excerpts from the postmodern literary source itself;
- explorations of the value which using the sources can have for student researchers generally;
- summaries of the relevance and value that the postmodern sources and author can have for the readership in their own studies (please see the initial draft chapter on Laura and Deleuzian concepts below).

The case studies thus form the heart of the book, and are key to fulfilling its aims in that they:

- address the fundamental, driving issue of an academician-student divide which we perceive there to be in the use of postmodern sources,
- exemplify for the student reader how these sources have been effectively employed in research similar to their own.

Thus, critical readers of the book should expect to use it to:

- rehearse the major themes and proponents in postmodern thought;
- deepen understanding of why using postmodern sources may generate a postgraduate thesis of a higher critical calibre;
- locate and evaluate the relevance of the themes above to contemporaneous public life;
- design and realise a study drawing on postmodern sources.

c) **Readership:** which courses or student groups will use the book? Are these courses compulsory? How long are they (1 semester, 2 semester)? What level is the book aimed at?

The book is relevant to all research postgraduate students for whom postmodern social theory comprises a viable framework for analysing and explaining their data and findings. (We note, however, that a small cadre of undergraduate and taught postgraduate students and their supervisors will find the book relevant to their dissertations.) Course examples include:

- MA Education
- MA Disability Studies
- MA Political Theory
- MA Sociology
- MA Policy and Government
- MA Social Policy
- MA Urban Studies
- MA Cultural Geography
- MA [Critical] Religious Studies
- MA Politics
- MRes Education
- MRes Sociological Research
- MRes Political Studies
- MRes [unorthodox] Economics
- MPhil / PhD in Sociology; Politics; Geography; Urban Studies; Economic Policy; Management; Organisational Studies; Education; Social Policy; Government and Governance

International potential: will the book appeal to global readers? Are there particular countries or courses we should target? UK universities only? USA? Europe? Global?

The book will appeal to all English-speaking academies, more particularly those in the USA and Australia where there is a more persistent traction of postmodern theory in the social sciences; this is also perceptible in a number of Anglophone academic communities in the Middle and Far East (and, again, particularly in Israel, Hong Kong and Singapore). In Europe, we note that many postgraduate research degrees studied in the Scandinavian countries, notably Denmark and Sweden, are completed in English; there is thus a potential market there.

d) **Length:** what do you anticipate to be the eventual length of your proposed book in number of words and pages (roughly 425 words = 1 page)? Don't forget to allow words for pedagogy and learning features.

Including pedagogic, appendix and other features of curation, the total word count (excluding bibliography and index) will not exceed 80,000 words.

Table of contents

Please provide a short table of contents and an annotated table of contents.

The short version should list chapter numbers, chapter titles and (where appropriate) chapter authors. You should also enclose a longer annotated version that provides detailed information about the book's content, including the examples and case studies to be used. This is in part to demonstrate the book's coverage but generally the more information you include the more constructive the reviewer feedback becomes. If your book is targeting a specific course your chapter list should 'map' onto typical course outlines. Please provide a couple of paragraphs about each chapter.

Descriptive chapter titles are preferable to creative and imaginative titles, as they allow the reader to absorb the contents of the book just from looking at the table of contents. They can also be found via search engines and metadata.

If you are intending to include software specific content in your proposal please provide a clear rationale for your choice.

Using Postmodern Sources in the Social Sciences: a students' guide

Part One: 'The Sleep of Reason Produces Monsters'¹: Modern and Postmodern Social Science

Chapter 1: *Progress, Reason, Positivism, Realism: Subtending Modern Social Science*

¹ A reference to Goya's painting of the same title.

Chapter 2: *The Postmodern Critique: Key Thinkers*

Part Two: Using Postmodern Sources in Graduate Research

Chapter 3: *Using Foucault: Power, Knowledge and the Discursively Constituted Self*

Chapter 4: *Using Derrida: Deconstruction, Subjugation and the Undermining of Binary Metaphysics*

Chapter 5: *Using Deleuze: Rhizomes, Arborescence and the Inversion of Identity and Difference*

Chapter 6: *Using Habermas: Is Postmodernism the Only Way to be Critical?*

Part Three: Critical Reading

Chapter 7: *Examining a Postmodern Thesis*

Chapter 8: *Further Key Reading*

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Appendices

Part One: Contexts

Chapter 1: Progress, Reason, Positivism, Realism: Subtending Modern Social Science

This chapter outlines - for the non-historian / philosopher - the major epistemological, methodological and ontological assumptions which have subtended theoretical and empirical enquiry in the Social Sciences in modernity. We take these to be (simplistically defined and inexhaustive here): ontological realism and epistemological positivism; the epistemological privileging of empirical observation and rationality respectively; the notion of the *neutral* (qua 'scientific') researcher, a mechanistic and law-structured comprehension of the social environment; the *a priori* legitimization of objectivity in methodology and a concomitant *devaluation* of interpretation; the normative conception of the social sciences *tout court* as an intrinsically progressive 'project', accompanying and feeding in from High Enlightenment philosophy; and social-ontological reductionism and the associated conception of *psyche* and noumenal world as dualized.

Chapter 2: Fragmenting Modernity: Key Writers

The chapter summarises the major contributions of the 'post-'theorists, and specifically explores the relevance of each to empirical enquiry. Central to the discussion is the challenge of key terms such as data, voice, subjectivity/objectivity, knowledge/power, discourse and analysis which 'post-'thinking presents to classical social science research. Starting with the post-structuralist turn and thereafter referential to the Lyotardian definition of the 'Postmodern Condition' as an 'incredulity towards metanarratives', this chapter emphasises how, in mainstream social science, data are productive of and reproductive of reified, discursively located "truths" which often privilege powerful voices at the expense of others, while posing ostensibly as inalienable valid claims.

The social science student researcher is at the centre of consideration in this chapter, which aims to prompt and provoke reflection on how a student's research design will inevitably be problematic when confronted with the critical insights of these writers.

Part Two: Using Postmodern Sources in Postgraduate Research

Part Two comprises four chapters each characterised according to the ideas of a postmodern thinker. Each chapter will:

- (i) introduce the postmodern author and their work to the reader. (Offering an account of the historical backdrop of the author/sources, defining the core precepts of the author's work and exploring and describing their theories.)
- (ii) draw from an investigation of two case study theses by real-life research students who have used the author and sources to demonstrate the value of using them effectively. Carefully selected excerpts from the theses will be presented in text boxes.
- (iii) engage in an illuminative discussion of why the sources were used (in what way they added analytical value and theoretical richness to the student projects). The discussion will also ask what the study may have looked like had the sources in question not been used: i.e. what alternative theories could have enriched the analyses and discussion in the thesis and/or which sources/authors would have produced different findings or conclusions?
- (iv) pose a set of questions which asks the reader to critically evaluate the study, and thus to show whether and how the objectives have been achieved via the effective use of postmodern ideas.
- (v) close with a curation of key content, wherein readers are signposted to specifically sources that relate back to the Case Studies within the Chapter (including books, journal articles, blogs and private researcher websites) that constitute key readings. Each source will annotated to give our rationale for including it as suggested reading.

Chapter 3: Using Foucault: Power, Knowledge and the Discursively Constituted Self

Historical Context

How and why Foucault emerged in the wake of disillusionment with French existentialism and a suspicion and sequestration of the 'Big Ideologies' of Liberal Capitalism and Soviet Communism.

Foucault: Core Concepts

A description of Foucault's equation of knowledge and power, his tireless conviction that epistemic discourses are saturated with, and indivisible from, power, his relational conceptualisation of power, the concepts of governmentality, genealogical method, knowledge/power as productive subjectivity, etc.

Thesis #1: Robert: Foucault and School Spaces.

Overview of study / excerpts from thesis / excerpts from source(s) / in-depth discussion of thesis / annotated reading list

Thesis #2: Pierre-Georges: Governmentality & Governors.

Overview of study / excerpts from thesis / excerpts from source(s) / in-depth discussion of thesis / curated reading list

Chapter 4: Using Derrida: Deconstruction, Subjugation and the Undermining of Binary Metaphysics

Historical Context

An overview of the Husserlian and Heideggerian backdrop to Derrida and how Derrida sought to explore the limits of phenomenology and Western thought tout court in his deconstructive method.

Derrida (and Guattari): Core Concepts

A description of Derrida's apparatus of theoretical ideas, tools and methods of analysis; this will centre around his vital scholarly contribution of deconstructionism, alerting the reader to the huge influence deconstruction and difference have had on contemporary social scientific research.

Thesis #3: Kelly: Abusive De/Constructions of Children in Psychological Services Clinics

Overview of study / excerpts from thesis / excerpts from Derrida's work / in-depth discussion of thesis / annotated reading list

Thesis #4: Matthew: Separating the Good, the Bad and the Ugly: A Derridean Deconstruction of Contemporary 'Cowboy' Identity in Texas

Overview of study / excerpts from thesis / excerpts from source(s) / in-depth discussion of thesis / curated reading list

Chapter 5: Using Deleuze: Rhizomes, Arborescence and the Inversion of Identity and Difference

Historical Context

An overview of the Western metaphysics of identity and difference, wherein difference is seen as derivative from identity, and the ways that Deleuze challenged and eventually rejected this.

Deleuze: Core Concepts

A description of Deleuze's project of inverting Kantian transcendental idealism and formulating a replacement in the form of 'transcendental empiricism' which asserts that experience exceeds conceptual structures; followed by a breakdown of more politico-ethically relevant concepts such as Rhizomes vs. Arborescence, 'difference in itself' the body-without-organs and deterritorialization.

Thesis #5: Laura: Defining Learning Difficulties, Superior Concepts & Rhizomatic Pedagogies²

Overview of study / excerpts from thesis / excerpts from source(s) / in-depth discussion of thesis / annotated reading list

Thesis #6: Karen: Deterritorialising 'Care in the Community'

Overview of study / excerpts from thesis / excerpts from source(s) / in-depth discussion of thesis / annotated reading list

Chapter 6: Using Habermas: Is Postmodernism the Only Way to be Critical?

This chapter is explicitly intended to alert the reader to non-postmodern but nevertheless critical theories which can enrich empirical studies in the social sciences. The purpose of this chapter is to disrupt, because the Frankfurt School of thought and Habermasian thought especially comprise a form of critical engagement with the problems of contemporary society which preserves critical function but rejects the normative relativism and epistemological contextualism of postmodern thought. Because this chapter is intended as a disruptive

² See Appendix A for an indicative text on Thesis#5 which conveys the style of our explorations of all the theses in chapters 3-6

questioning of whether using postmodern sources is the best means of engaging in critical theoretical explanations, it constitutes a smaller body of text with just one Case Study discussed within it.

Historical Context

Traces through the preceding generation of Frankfurt School scholars – namely though not exclusively Horkheimer, Adorno and Walter Benjamin, enabling the readers to envisage the political context of totalitarianism in Soviet Russia and Nazi Germany which affected Habermas’s predecessors.

Habermas: Core Concepts

Describes Habermas’s critical sociology; it centres around his innovative notion of ‘Communicative Reason/Action’; Communicative Reason forms the core which gravitationally links up the associated facets of the overall critical philosophy: lifeworld vs. system; the presuppositions or ‘validity claims’ inherent to speech; the ‘colonising’ encroachment into the lifeworld which the system makes; ‘de-’colonisation as emancipation; and procedural discourse ethics.

Thesis #7: Dr Naomi Head: Justifying Violence: Communicative Ethics and the Use of Force in Kosovo (2012)

Overview of study / excerpts from thesis / excerpts from source(s) / in-depth discussion of thesis / annotated reading list

Part Three: Developing Dialogue and Discussion

Chapter 7: Examining a Postmodern Thesis

This chapter features a short critical response to each of the Part Two chapters written the supervisors and/or Examiners of two of the theses above; it shows how a re-defined criteriality can be not only tolerated in the academy but can positively enhance the capacity of academic research to engage creatively with public issues (as required by and demonstrated in RAE Impact Case Studies). The chapter therefore presents a retrospective ‘defence’ of the infection of postmodern theory in the studies discussed in Part Two whilst providing a prospective, normative assertion that a more sophisticated utilisation of postmodern thought by social science research students is necessary for maintaining research excellence and desirable insofar as it produces more critical insights into public life and practices.

Chapter 8: Further Key Reading

This chapter is a more extensive development of the briefer and more source-specific curated reading lists in chapters 3-6. We will incorporate additional postmodern authors (including but not limited to: Baudrillard; Lyotard; Guattari; Rorty; Jameson; Kellner). Each source will be summarised and – where relevant – we will refer back to the Case Studies, stating the relevance of the source or author to the Case Study/Studies in question.

Bibliography

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Appendices

Pedagogical Features

Textbooks are first and foremost a learning resource, and students learn in different ways. It is preferable then that your book includes a variety of pedagogical features to emphasize key concepts, promote better information retention, and consolidate what the reader has learned. Please indicate whether your textbook will include any of the following features:

- Lists of chapter objectives
- Boxes
- Diagrams or illustrations
- Checklists
- Student exercises/reflective questions
- Weblinks
- Case studies
- Student examples
- End of chapter study questions or exercises
- Further reading
- Annotated bibliographies
- Any other beneficial features

Please include a few sentences about the content and purpose of each of your included pedagogical features. Please only include those that will add real value to the book.

If any of the features are particularly unique or crucial to your book, please include more detail about what information these features will contain, what function they will serve, and what structure/length they will have. Please also make sure that any exemplary material, case studies, and further reading resources are international and cross-discipline, as this diversity is extremely important in helping the book appeal to the widest market possible.

A characteristic feature of the book is the presentation in the middle section of 7 Case Studies; these are pedagogic resources which introduce the key philosophers, their works and the constructs central to the Case and going on to show how these are used to inspire and inform the actual [empirical] studies reported.

Additionally, and in accordance with Sage house style, each chapter:

- opens with a short, boxed presentation of its objectives, and a referenced list of Key Concepts;
- features Breakout Boxes, Diagrams/Illustrations/Checklists etc which are clearly purposive in their relation to the text;
- concludes with a number of critical/reflective questions for the reader (in ways which reflect the objectives identified for the chapter);
- identifies a small number of key [annotated] further readings.

Online Resources

Some textbooks, especially those in competitive markets, are supported by online resources. If you intend for your book to be accompanied by online lecturer and student ancillaries in this way, please list the features the website is likely to contain. Here are some ideas. Please make sure any suggested content will add real value to the project and think carefully about what your students ask for and use.

- Open links to selected journal articles
- Additional case material
- Datasets
- Student exercises
- Multiple choice questions
- Videos
- Podcasts
- Links to your own website or other sites of interest
- Instructor PowerPoint slides
- Instructor's manual

A companion website is not always desirable or appropriate. A website should only be proposed where there is a clear market or pedagogical need.

We will develop our Case Studies in a format which can be used on the Sage 'Research Methods' Athens-accessed pages. We anticipate that visitors could find our Case Studies (along with a short briefing outlining how we developed them) by clicking on the 'learn from stories of real research' tab; visitors could thereafter find us by browsing or by searching by 'discipline', 'academic level' or 'method'.

The Market (please answer as many of these questions as you can)

a) What kind of lecturers would be most interested in the book and why?

Lecturers across the full spectrum of social science disciplines will be interested in using the book as a provocative source in their supervision of research students. We suggest some of the salient developments in various corners of the social research field: in educational studies the book is clearly pertinent to recent research interests, for example the relatively recent surge of Deleuzian critique (Cole, 2017) and evidence of an ongoing interest in Foucauldian genealogy and discourse theory (Allen, 2012). In English-speaking sociology and social policy departments, the socio-cultural transformations of the 'turn' have inflected theoretical and empirical sociological inquiries with the imperative to confront postmodernism's concept of 'communal tradition or linguistic community, as the sole framework, propagator and condition of truth' (Bauman, 1988: 806). In political science, the 'turn' to the politics-of-difference has spurred scholars to respond to what Eagleton (1996) describes as postmodernism's suspicion of 'classical notions of truth, reason, identity and objectivity, of single frameworks, grand narratives or ultimate grounds of explanation' (Eagleton, 1996: vii).

Postmodern thought has exposed the value judgements in, and at the very least problematised, the positivist method; it has enacted a genealogical deconstruction of supposedly 'timeless' normative constructs such as 'rights' and 'liberties'; it has shaken up the conventional model of political poles of attraction (Lyotard, 1979) such as the nation-state, raising crucial questions about the legitimacy of such apparatuses of social organisation; and it has shed a light on the meta-ideologies of socialism, liberalism and conservatism which dissects modernity's axes of political narrative - class; bourgeois liberty; tradition - and exposes their reifications; these factors have made it imperative for social scientists to confront postmodern insights, be it by rejecting, negating or praising them. Simply sequestering these insights from consideration and debate has not been an option. In urban studies and social geography, too, postmodernism has evoked the importance of signs and simulacra in the city (Knox and Pinch, 2010: 52), exacting a radical and deliberately disruptive reappraisal of the nature of spatiality and its relation to the social.

Across a range of social science disciplines the book thus responds to an ongoing and powerful critical trend in theoretical explanation. Given our conviction that academic discourses and published materials using postmodern theory abound, but research students often show a perceptibly unmatched level of sophistication in their use of postmodern sources. Furthermore, lecturers across and within social science disciplines are evidently interested in using them so we believe this book will inspire ideas, provoke critical thinking and facilitate supervisor-student deliberation in bridging this divide. The case studies will provide both students and supervisors with real examples of the possibilities for critical depth created by such engagement; signposts to a relevant chapter - and thus to the theory explored in the chapter and/or the specific case-study topical foci - will generate increasingly sophisticated dialogue between supervisors and their students.

b) How quickly is the book likely to date?

The relevance of the book to academics and research students is dependent on postmodern theory remaining a fashionable approach in social science research. If or when postmodernism ceases to claim a hold on social science thought and analysis, to be replaced by another theoretical paradigm or 'turn' in thinking, the book will have dated. However, it will then remain as a record of ideas which can be critiqued in the context of the next 'turn', and thus will not date to the point where it has no use (though that usefulness will change).

c) What is the scope of the market in terms of a rough indication of student numbers – both UK and beyond?

According to HEFCE, there is a total of >221,000 postgraduate research students studying subjects categorised under 'social studies'³; there was also an increase in this figure of roughly 5,000 from 2015/16 to 2016/17⁴.

d) What are indicative module/course titles in the market?

The book is relevant mainly to research postgraduate students for whom social theory comprises a viable framework for analysing and explaining their data and findings. We identify primary examples of broad postgraduate programme types below for which the book holds relevance. (We note, however, that a small cadre of undergraduate and taught postgraduate students and their supervisors will find the book relevant to their dissertations):

- Sociology PhD / MPhil / MRes programmes
- Education / PhD / EdD / MPhil / MRes programmes
- Public Policy PhD / MPhil / MRes programmes
- Management Studies PhD / MPhil / MRes programmes
- Cultural / Social Geography PhD / MPhil / MRes programmes
- Political Studies / International Relations PhD / MPhil / MRes programmes

³ <https://www.hesa.ac.uk/news/11-01-2018/sfr247-higher-education-student-statistics/subjects>

⁴ <https://www.hesa.ac.uk/news/11-01-2018/sfr247-higher-education-student-statistics/subjects>

- Urban Studies PhD / MPhil / MRes programmes
- Political Theory PhD / MPhil / MRes programmes

e) What are the key centres of teaching and research excellence for the area(s) covered by your proposal?

The scope of the proposed book, pertaining as it does to the full gambit of social science disciplines, coupled with the fact as the authors perceive it that the range of centres is significantly extensive, means that our work will be of interest to a plethora of research clusters.

The editorial board in particular will need a sense of who will buy your proposed book and why, rather than it simply being an interesting read on library loan.

Competing Titles

Please use the following grid to list what you consider to be the main two or three competitor texts available on the market. If there is no direct competitor, indicate the closest match; if there is no book bear in mind that readers may be finding content elsewhere e.g. in journals or via network blogs.

Please explain each competitor's strengths and weaknesses.

Author + publication date	Title	Publisher	Strengths	Weaknesses
1. Main Competitor: Alvesson, M. (2002)	<i>Postmodernism and Social Research</i> . OU Press: Buckingham	OU Press	Good description of postmodern researchers adopting and adapting to postmodern theory.	The author re-evaluates his own research using postmodern theory but there are no additional case examples of 'applied' postmodern social research; the book is abstracted compared to the presently proposed one

Writing Plan

Please include a realistic schedule for completing the manuscript taking into consideration your other commitments.

We have planned the following schedule for completion of the manuscript. We are happy to discuss the practicability and timeliness of this from Sage's perspective.

November – December 2018: Advisory group in place and initial advice sought on chapter foci

28th February 2019 – 31st August: All chapters drafted.

Three sample chapters to Sage editor

1st September 2019: Final Draft Chapters received and to selected advisors for comment

1st November 2019: Comments from advisors received

1st November – 15th December 2019: Final chapter revisions

20 December 2019: Final overall revision and completion of M/S complete

21st December 2019: Ms to publishers

Your details

Please include a 100 word short bio about your current post and relevant experience. We will also need contact details for all potential authors

Please also enclose an abbreviated (one side) copy of your academic CV as a word document, making sure it includes relevant publications and teaching experience.

Mr David ==== BA MA

David is an experienced policy-related researcher with an extensive portfolio of research projects in various policy contexts. Having obtained a degree in Politics and a Masters in Religion and Public Life, David entered the UK Government's Civil Service (fast-stream programme) and worked as a senior policy researcher on enterprise and regional economic strategy at the UK Department for Business, Innovation and Skills; he chaired a cross-Departmental task force on the crowdfunding sector; he also steered the research committee on small businesses and the graduate labour market. David left the Civil Service in 2013 and worked at the University of Sheffield as a Policy Research Associate. In 2016-17 David worked as a consultant on a report on international credit markets for the City of London Corporation. He works as a freelance editor, producing procurement tenders and critically proofreading academic papers for non-English speaking academics.

David's project publications include:

- UK Department for Business, Innovation and Skills – *Challenger Businesses Red Tape Challenge* (2012)
<https://www.gov.uk/government/publications/removing-red-tape-for-challenger-businesses>
- City of London Corporation – *Improving International Access to Credit Markets* (2016)
<https://www.cityoflondon.gov.uk/business/economic-research-and-information/research-publications/Documents/Research%202016/credit-markets.pdf>
- UK Department for Business, Innovation and Skills – *Graduate Recruitment to SMEs*

Prof. Peter ===== PhD.

Peter is Honorary Professor at a number of Russell Group Higher Education Institutions. His research interests in qualitative methodologies include the use of narrative and fictional writing in research and research report. Peter has taught Inclusive Education and Early Childhood Education at the University of Sheffield, has been Professor of Inclusive Education at Queen's Belfast and at Liverpool Hope, and Research Fellow at the University of Chester. In over 50 publications focusing on methodology and inclusion, his books include *Narratives and Fictions in Educational Research* (Open University Press) and, with Cathy Nitbrown, *Justifying Enquiry: A Students' Guide to Methodology* (Sage, 4Ed).

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<https://doi.org/10.1177/1077800417734567>

St. Pierre, E.A. (2018) Post Qualitative Inquiry in an Ontology of Immanence. Qualitative Inquiry. May 27 2018.
<https://doi.org/10.1177/1077800418772634>

Reviewers

Should we decide to send your proposal out for peer review, please do advise us of any conflicts of interest or any reviewers that would be inappropriate for us to approach.

We might avoid review by Prof Pat Sikes (University of Sheffield), who has been systematically antagonistic to our work; otherwise, we should welcome a wide variety of critical appraisal and recommendation. We should also tentatively suggest that reviewers might include Profs St Pierre and Susen (q.v.) (both wholly unknown to us personally).

Appendix A

[To be included in Chapter 5]

Thesis #5: Laura: Defining Learning Difficulties, Superior Concepts & Rhizomatic Pedagogies

Chapter Summary:

- ✓ The chapter gives a worked example of how a contemporary issue and set of practices are radically re-illuminated and critically developed by the application of Deleuzian constructs to a superficially familiar situation of perspectives;
- ✓ The specific constructs at work here are those of *rhizomes vs. arborescent structures*, the *'body without organs'* and *deterritorialisation*, that depend for their effect on the suspension of a normal – here used in a technical sense – way of viewing subjects and their objects;
- ✓ Using Waite's (2018) thesis*, we explore how Deleuze and Guattari's work may be professionally situated to 'create knowledge differently' (St Pierre, 2012) and so provide a sketch for a practice which anticipates a radical alternative to all medical, social and ecological models of disability.

***Waite, L.(2018) *Deterritorialising Moments: An Exploration into The Educational Experiences of Children said to have Profound and Multiple Learning Difficulties*. Unpublished EdD Thesis. Liverpool, UK: Liverpool Hope University.**

The Chapter as it appears in the book will give a much fuller account of the provenance and structure of Waite's thesis; what is presented in this Proposal is simply intended to be indicative of the style and content of the Case Study chapters.

We suggest that Waite's work anticipates a new sociology of disability because although a small number of texts in the field have drawn on post- thought (See Allen, 2010; 1996), they firstly take their data for granted (i.e. as given) and secondly leave the field more or less as they found it - albeit its furniture moved into different perspective; such perspective is not therefore radically disturbed, and is thus conservative of a *status quo*.

Waite sets out from a widely recognisable position – even to the non-professional – of the category of 'Profound and Multiple Learning Difficulties', and clearly establishes her study as a project in destabilising, critically fragmenting and deconstructing the apparent validity of this construct:

[abstract from thesis as excerpt.]
(Waite 2018)

As a conceptual map, what Waite's *abstract* cannot convey is the terrain of *experience* on which the thesis rests: through its stories – themselves, of course, at a remove from an *actual* – the study strains at making palpable those things which, because they are virtual, resist such a characterisation.

In this case, these are the particular experiences of the children in the stories; these children are without voice ostensibly because of a medical condition but, Waite wants to say, such expression (as she argues they have) is wholly silenced by the uncritical use of the algorithm 'PMLD'. So the thesis is prompted by several searches for form: for a form which might access and re-present those voices; for the form of a legitimacy for the project; and for a form of writing/report which will do at once do justice to those voices and claim academic credit. To do this, Waite firstly licenses her own voice – a device now familiar enough in social science enquiry – and then calls on a method which is ultimately literary: the use of specific philosophical concepts as media for the creation of 'data'; for the careful deployment of words so that they persuade rather than prove, verify instead of validate; the human experience, her work insists, is only communicated by the means of experience.

In medico-educational discourses, the widely-accepted and typical definition of the person with PMLD says s/he:

- Is pre-verbal in terms of intent;
- Has no formal means of communication;
- Is unable to imitate actions, sounds and movements;
- Is totally physically reliant on others for [her] basic care and safety;
- Is totally unable to conceptualise abstract concepts;
- Has limited contingency awareness and an unrefined sense of cause and effect (Imray, 2008: p.4).

Waite's thesis takes off from this behaviourist algorithm; primarily, she rejects its basis in an ontology which wholly – or *totally*, Imray might say – excludes the child so labelled from any notions of personhood (with their cognate sense of evaluation, decision and choice), any agency worthy of the name, and any moral centre; could the child known in this way be in any way susceptible to the interpersonal furniture and traffic of education? Waite's rejection of the PMLD descriptor is in fact primarily a comprehensive dismissal of the epistemology which, despite the achievements of a social and critical model of disability, persists in exclusive policies and practices. Thus antagonistic to the methodology which subtends the notion of PMLD, what methods are open to Waite's enquiry?

Waite's wholehearted dismissal of the categorical thinking is matched by a fervent attachment of the ideas of Gilles Deleuze (and variably Guattari) who, she argues, provide a means of enquiry which is reflexively inclusive, humane and *sensible*; which holds the self to be an arbitrary function, and accommodates difference as a function of community; and which admits the primacy of

'transgressive data' (St Pierre, 1997) as the means *sine qua non* of understanding subject-object relations. In this way, Waite creates a space for her own experiences as a condition of meeting those of others, and then creates narratives which can embody all these virtues. *[At least one of these short narratives is presented in full, with its respective annotated data sources, in the Chapter.]*