

Autumn Newsletter 2008 No.6

# Sociology for all?

The joint SOAg and Postgraduate Forum meeting point at the BSA annual conference in April 2008 proved to be a great success. Our meeting area was well attended and is something we will definitely do again next year. We enjoyed being able to provide a meeting place for people to meet up, network, as well as eat lunch together. We hope to meet more of you in the future and on October 18th 2008 we will be holding an informal gathering in Birmingham. More details about this and other news are inside.

In this edition we have; a biography from new member Anika Baddeley; articles from Mike Casselden and Ruth Bridgens, a review of SOAg member Dr. Viv MacKay's book about Cambodian Women, and a review of the Postgraduate Forum session 'Communicating Sociology.' **Annika & Julie**

## **Sociologists Outside Academia gathering, Saturday October 18th 2008**

A room has been booked in the BVSC in the centre of Birmingham for Saturday 18th October for our second annual meeting. Our agenda this year will be flexible according to what attendees wish to discuss on the day. We hope it will be a good networking opportunity for Sociologists Outside Academia members.

Minutes from last years meeting can be found on our webpage <http://www.britsoc.co.uk/specialisms/soa>

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## **BSA quiz night accolades**

Thank you to Lara Killick for suggesting and organising the quiz night at the BSA annual conference. Thanks to everyone who wrote the questions and a big thank you to Professor David Inglis for comparing it. Congratulations to the team made up of the staff at the BSA office who beat four other teams and won the pot of money!

The PGF and SOAg will be collaborating again at next years' conference where we would like to have another meeting spot and social event.

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## **SOA group goes global!**

SOAg's impact has reached across the other side of the world. In May we were very excited to be contacted by Zuleyka Zevallos of The Australian Sociological Association's 'Applied Sociology Thematic Group' (equivalent to SOAg). Zuleyka had come across our group via the internet and had kindly invited us to submit an article about SOAg for a special edition of TASA's newsletter Nexus. Not ones to decline a challenge, Julie and Annika submitted a piece: *'Beyond the border: a personal view of diversity in the sociological world'* in which we discussed the problems faced by sociologists outside academia and the need to develop a strong symbiotic relationship with those inside academia, for the benefit of all sociologists and sociology as a whole.

The article was published without revision and can be seen in Nexus Volume 20, Number 2 (June 2008) alongside other contributions from Australian sociologists outside academia.

We have strengthened our relationship with Zuleyka and together we are working towards finding ways, through the BSA and TASA, to develop a free international website for all sociologists outside academia which can be used to share resources, disseminate research findings, promote mentoring and many more things besides.

For more information on TASA's Applied Sociology Thematic Group go to: <http://www.tasa.org.au/thematic-group/>

We will be sending round a copy of the Nexus special edition 'Doing Sociology Beyond Academia: Making Applied Sociology 'Work'', via the mailing list when it becomes available.

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## **Update on current issues: mentoring scheme**

Thank you to everyone who emailed me with some feedback and suggestions to take to the BSA about a proposed mentoring scheme. It will be another collaborative effort between SOAg and the PGF. The suggestion of a mentoring scheme went down well at the BSA council meeting on June 6th this year. I wrote a further report for the Executive Management Team to discuss and am currently waiting for feedback. If all goes ahead, Mark Doidge who is a PhD candidate at the University of Exeter and co-convenor of the PGF and I will be leading the action group. Mark has experience of setting up a mentoring scheme at his university, so has done a lot of the ground work already and I will represent the needs of SOAg. I'll let you know when we properly get started on this and ask for your help and feedback in the near future.

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# biography

## **Anika Baddeley** Stoke-on-Trent



### **Would you like your biography featured in a future newsletter?**

Please email or post 600 words (approx) and a photo to Julie or Annika at the addresses given at the end of the newsletter.

I have often described myself as an accidental sociologist. This is not to say that I don't love the discipline, just that before going to university I don't think I had any concrete idea of what sociology was or what sociologists did in the wider world.

I have cerebral palsy and in the 1980s, where I lived, this meant only one thing, attending a special needs school. I often find myself looking back at that experience through an acutely sociological lens. I see how I, along with the people around me, was conditioned to consider only a medical model of disability. That it was us who had to change to fit social expectation.

In truth I became a sociologist because my special needs careers adviser sent me a letter stating that I was unemployable and I should stay in education or look into day centre placement. I decided that the former was the best option and my college support tutor mentioned the social sciences to me saying, "I think this is just your thing." I had spent many years studying biology so this was a leap of faith.

I began a BA in Crime, Deviance and Society at Staffordshire University. Once you become a sociologist it is, I have found, impossible not to question the world around you without beginning to theorise and debate it. As an undergraduate I primarily focused on the perception of crime and media reporting, exploring the work of Stan Cohen.

I had not intended to be a sociologist with a disability that only looks at disability and health issues. But, by the time I began my Masters degree in Social and Cultural Theory, I was increasingly pulled in that direction. I looked at body image, therapy culture and the medicalisation of the disabled body. After leaving university I volunteered with the NHS as a peer adviser to people considering various medical interventions, discussing the benefits and drawbacks of using anti-spasticity medication.

Over the past year I have become involved in the development of new types of adult social care provision. In my spare time I write articles on issues such as disability, medical technology and education.

I also volunteer at the Dyslexia Association of Staffordshire as part of their Fundraising Working Party. I was diagnosed as dyslexic at the age of 18 whilst studying at VIth form College.

My grounding in sociology has informed all my areas of work. I have, I think, become even more of a sociologist now I am outside of academia. It really gets under your skin.

[anikabaddeley@yahoo.co.uk](mailto:anikabaddeley@yahoo.co.uk)

# articles

## **It's not just for ME: disability, part-time academic jobs and SOAg** Ruth Bridgens pb.rb@virgin.net

Disability is of interest to SOAg as it is the cause for some sociologists being unable to remain in or find jobs in academia. There are not always 'appropriate adjustments' that can make a job accessible. One of the original instigators of SOAg, Keith Kahn-Harris, has recently written a thoughtful article for the Times Higher Education (15 May 2008) called 'It's not just for ME I ask' about the lack of part-time academic jobs. Kahn-Harris has Myalgic Encephalopathy (ME) and although he has been able to gain a BA, MA, and PhD, had a book and two edited books published and written many articles, he can only work several hours a day, and has always worked part-time on short-term contracts at the OU and Goldsmiths. In his article he highlights the lack of permanent part-time jobs in academia which made me wonder if there are actually less academic part-time jobs nationwide than in other professions and why.

My first thought was that in planning posts, academics think of the applicants as independent (and fit) individuals (not one of a couple or family) who would need the income of a full-time job. But surely people should have the choice. They may have a chronic illness, be a carer, or want to spend more time bringing up their children. Ideally society should provide solutions for these work/life complications, but in reality it is never that simple. I also began to think further about the complex hierarchies in academia. Is it felt that one must be committed 100% (and therefore full-time) to being an academic? Can one not be just as committed three days a week as five? Or is it that a part-timer would not be able to do their share of the department jobs and attend meetings? I remembered the competitiveness and jealousy I had noticed, while doing my PhD, among academics rising up the academic ladder. Would someone with a permanent part-time job be considered very low on the totem pole, not worthy of promotion? Or would the part-time lecturer have more time to write and publish making it an unfair advantage? I also came upon the feeling among PhD supervisors that they shouldn't be too helpful because their supervisors had made it difficult for them. Do academics think part-time work is too easy? Or is it that they just haven't thought much about it at all?

The second point in the article is about the assumption that with appropriate adjustments any job can be done by any qualified disabled person. If a person has limited stamina they may not be able to fit into a fixed full-time schedule of marking essays, giving lectures

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or doing research. Again, is it inconceivable for academics to think that anyone would want to work part-time because they could never be fully accepted or be given promotion? Or is it that no one has really thought the matter through? Recently I went to a seminar at a sociology department where there was a lovely bright yellow disabled parking space outside the building right in front of half a dozen steps. It is quite inexpensive and easy to paint yellow lines on a forecourt. It is quite another thing to construct a ramp to the height of six steps. So they do the easy thing. No one really thinks how pointless this is. Unless someone exerts a huge amount of pressure, the ramp will never be built. Similarly, part-time jobs will not be created if they are seen as causing a less cohesive or hard-working department, unless it becomes deeply unacceptable not to provide more flexible jobs. People may spout assurances about equality for disabled people, but, like the ramp to the sociology department, real adjustments that need to be made remain dreams. Sociologists may feel sympathy for the marginalised groups they study, but they may still only feel comfortable with a clear us-and-them division. Disability studies is rarely included as part of the social sciences. An interesting question is whether disability studies departments have more part-time jobs than other departments.

Keith's original article 'It's not just for ME I ask' 15th May 2008 can be found on the Time Higher Education archive on their website:

<http://www.timeshighereducation.co.uk>

## **From Prefab Sprouts to Life-Long Learning**

Mike Casselden

Most post-war, working-class kids from our north London prefab estate didn't go to Grammar School. We went to Secondary Moderns & were expected to be artisans or labourers: in my case probably an electrician, like my uncle.

As a child I was dogged by illness and lost a lot of schooling. But an artistic nature saved the day and in the early 50's I passed an exam for a Secondary Technical School where I did art. I was progressing well, until they closed it down in mid course. After a forced stint in a factory as a packer, I got a job as a junior planning assistant in a local council planning office, drawing plans.

I did evening class and gained some GCEs, additional to those obtained at art school (all in art subjects); but not enough to get me on a planning course. In the late 60s I did another evening class, this time an introduction to sociology and by the early 70s had enrolled with the new Open University. After eight years hard, part-time study, balanced with work and a young family, I achieved a first class honours degree in social science & arts subjects. Eventually, in the early 80s I did a part-time planning course at Trent Polytechnic and became a member of the Royal Town Planning Institute (RTPI).

My studies introduced me to the works of Marx, Gramsci, Stuart Hall & others. For my planning diploma I did a case study of Sainsbury's lobbying to turn around a planning refusal for a supermarket in Loughborough's town centre on commercial land, previously safeguarded for essential housing. I focused on the formal and informal decision-making processes and was influenced by Stephen Lukes's dimensions of power created through specific relationships with decision-makers, including 'non-decision-making' where interests are excluded; also, Simon's plurality of interests in a decision-making process. In particular, I was concerned with unequal power relationships and shifting coalitions of interest. Uniquely I had access to council records and was able to interview participants, including councilors from different political parties on the council.

My career as a development controller progressed and I became a part-time OU tutor in human geography. But some years later at the age of 53, I was forced into early retirement after contracting M.E. from a virus. In time, I did the unthinkable: a PhD, encouraged by a former O.U. tutor and senior lecturer at Trent Poly where I did my planning diploma, who had an interest in the political nature of the land-use planning system. He was also a chartered town planner and by then

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a senior lecturer in the Transportation Studies section of the Civil Engineering faculty at Loughborough University, near my home.

I registered there and became a self-funded, part-time, home based researcher inspired by my former planning dissertation, focusing on the ideological processes in the English land-use planning system. I looked at Sainsbury, the supermarket business, as a typification, studying key company tracts about the planning system and business priorities to modernise the UK economy in a global market. I compared these with key events and government policy initiatives over two decades: from 1979 when the Thatcher government gained power, to 1999 when Sainsbury's viability was in serious doubt.

I used a British Cultural Studies approach to deconstruct primary and secondary texts, identifying Sainsbury's pressure on government to change retail planning policy, while seeking to construct consumer behaviour: in particular, how these events identified the articulation and mediation of ideological interests linking the interests of producers & consumers. I considered how Sainsbury marketed their brand image, focused on perceived middle class customers and constructed legitimising hegemony. Central to this was to identify Sainsbury's involvement in the 'New Times' project that spawned New Labour and the nature of shared paradigms in a post-modernist age, linking successive governments to the modernisation of the economy in the new global age.

Writers of the Frankfurt school of critical theory and their critique of scientific positivism also influenced my research. This included, amongst others, Walter Benjamin, whose political project was to turn consumers into producers, especially in the field of artistic expression. A key feature of my study was to focus on the role of commodification and how this sought to redefine everyday relations between retailers, government and the planners' professional body, the RTPI, and their respective views about the planning process.

Over the years, I had been active in community politics, including volunteer trade union work & as a Planning Aid volunteer with the RTPI. I had a keen interest in the Gramscian notion of praxis, the dynamic relationship between ideas and outcomes made real in terms of everyday relational activity and the roles adopted by organic intellectuals. For me, the emancipatory project invited academia to reconsider what I saw as the artificial creation of tightly separated subject disciplines, and to seek their reunification as a more pragmatic tool for dealing with community issues. Undoubtedly, my unique experiences influenced this. Unlike many other students adopting a more traditional route into higher education, as a mature student I had taken my life-experiences into my research. And all this combined to

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influence the direction my research took and, more latterly, my current volunteering activity.

Currently, I have a busy life, chairing Newcastle's Patient & Public Involvement in Health Forum for primary health care and the Tyneside Epilepsy Action support group. I am also the secretary of the Diabetes UK Volunteer support group in Newcastle and am a volunteer panel members on the City's Youth Offending Team, as well as remaining a Planning Aid volunteer. My current private research focus considers current changes to the planning system to meet prevailing government policy objectives. This focuses on 'Spatial Planning' a new dynamic initiative embracing wider social objectives beyond the remit of a traditional land-use approach, including social inclusion and dealing with inequality and deprivation which impact on marginalised 'hard to reach' groups.

The regeneration of an area, in partnership, exemplifies this. Much of this new, integrated policy approach reflects a new paradigm such as the government's policy for the alignment of health care with social care. And the backdrop is their policy for an effective community engagement with public decision-making that sets a developing context for public policy 'across the board'. My interest continues with the ideological assumptions underpinning these initiatives.

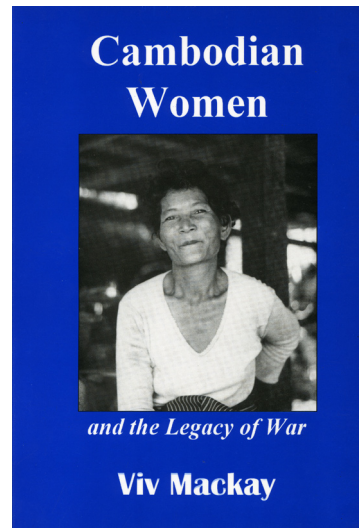
I suppose that these days I ought to regard myself as retired, but my enthusiasm for 'life-long' learning and praxis continues. Being able to assist others who are more vulnerable is very rewarding. And in helping others, I also help myself - by staying active and putting something positive back into society, especially for all the great help I have had from others, over the years. Looking back I suppose I have come a long way from those prefab days; though I have to say that its images still loom large - especially dad's sprouts in the garden!

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# book review

## **Cambodian Women and the Legacy of War**

by Dr. Viv Mackay. Reviewed by Annika Coughlin



I read almost the whole book on a three hour train journey home because I found it so engrossing. It is a very easy to read account of how the war in Cambodia, which started in 1969, affected its citizens 26 years later when the book was researched and written.

The first chapter begins with a description of the post office in Phnom Penh, the capital city. Mackay describes how the international phone boxes were always full with some of the 20, 000 German, French, Indian and Indonesian soldiers phoning home. It is easy to phone home

she says, but impossible for home to phone you.

The scene moves to the economic situation where she describes how the rise in inflation causes women of all ages to line the streets selling home made sweets and plastic brushes to support their families. In 1993 there were 2:1 women to men, a direct legacy of the killing fields.

The book's focus throughout is on the women and how they coped with everyday life. She describes the cultural context - looking at how the women understand and define sexual discrimination for example. I found it interesting how it was pointed out that the women in Cambodia had all of the control of the money and ran small businesses. From a Western point of view, one might conclude that women in Cambodia were equal in status, but then it is revealed that in Buddhist thinking, to handle money is undesirable.

The book has chapters on rural women, education, the city women and the Cambodian Women's Association. The leading theme throughout is the battle women face everyday with the lack of infrastructure and equipment in their homes, schools and offices. It also looks at the wider context of the problems faced by Cambodian women historically, economically and politically.

Viv writes from a personal perspective. She describes the reactions to her, a white woman, riding a bicycle around the city. How she struggled with her research using female interpreters who weren't nearly as experienced as male interpreters - which indicates the educational divide between men and women, and how she felt homesick and had cravings for chips. It is these descriptions both of the struggles of the

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researcher and the struggles of the mundane everyday tasks of the Cambodians which brought the text alive for me. It is not in any way voyeuristic or a description of the 'other', rather, you know that the author is a genuine campaigner for Cambodians and represents the people in the book in a respectful way - both in the text and in the photographs.

In February 2008, I received the campaigning newsletter from Amnesty International called Action. It had a feature article about forced evictions in Cambodia with a focus on women, their families and the infrastructure. The New Internationalist in August 2008 (issue 414) had an edition dedicated to toilets and the lack of infrastructure in many countries around the world and how this obviously causes problems but is never spoken about. It made me realise that Viv MacKay's book is relevant today, 15 years after it was written and can help contribute to our understanding of war, global poverty and human rights on a micro and macro level.

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If you would like to buy a copy of this book for £6.95 which includes postage and packaging, please email [viv@pondcottages.f9.co.uk](mailto:viv@pondcottages.f9.co.uk). All profits go to the charity Disability and Development Partners (DDP). The charity started up providing Indian-designed prosthetic limbs to Cambodians who had legs blown off because they had trod on a mine hidden in the fields. The limb design is the 'Jaipur Limb' and it is the best prosthetic limb for people in developing countries because it has sufficient bend at the ankle to squat and because it can be worn without shoes – both being important criteria for poor people in developing countries. Nowadays DDP has projects in a number of different ex-war-zone countries and it does much work to rehabilitate disabled children. More information can be found on their website:

<http://www.jaipurlimb.org>

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# event review

## **Postgraduate Forum Session 1 Communicating Sociology BSA Annual Conference 2008**

Panel

*Teaching Sociology:* Dr Joyce Canaan, Birmingham City University

*Writing Sociology:* Professor Elizabeth Ettorre, University of Liverpool

*Talking Sociology:* Stefan Alexa, Brunel University

The session was organised by PGF convenors in the British Sociological Association Annual Conference 2008. After a lively introduction of the panel by Lara and Mark, Dr Canaan addressed how sociology is taught.

Firstly she shed the light on perils of neo-liberal agenda in university education. She argued that unfortunately, money is becoming a decisive factor in higher education. To legitimize the ever-increasing burden (fees, books, accommodation, etc) on students, policymakers and politician are creating a myth that higher education can buy a good job. Instead of encouraging an environment of equal opportunity and fair competition, higher education is becoming a victim of neo-liberal agenda. Consequently, university is becoming a 'market' where clients with higher buying power can enjoy the luxuries of higher education. Secondly Dr. Canaan criticised traditional ways of teaching—in which the student is viewed as an empty account to be filled by the teacher. Here she used the famous work of Paula Freire 'Education for Critical Consciousness' to advocate a teaching approach known as 'Critical Pedagogy'. Here, teachers are more like convenors. They 'facilitate'. Classroom settings and work/task are designed to lead students to question ideologies and practices that the students themselves consider oppressive (including those at university), and encourage collective and individual responses to the actual conditions of their own lives. Finally, with the help of examples from her own academic career, she explained how Critical Pedagogy is helping students to achieve critical consciousness.

Then Professor Ettore gave very helpful tips about Writing Sociology. Without wasting time to highlight the importance of grammar, style and layout, she directly came to methodological complexities of writing sociology. Firstly, she highlighted both 'confrontationist' and 'cooperative' views of the ontological divide between objectivism and subjectivism, and the epistemological divide between scientifically explaining the world and the substantive understanding of the world—in Sociological Writings.

Secondly, she explained that 'reality' is a subjective creation of people. Therefore, it is vital that writers who are interested in Writing Sociology use 'I' instead of third person. The use of 'I' gives a sense of ownership

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and desire to change the world for better. Also it directly links the writer with reader.

Finally, the last distinguished speaker, Stefan Alexa critically considered ways of taking sociological research to a wider range of audiences (from students and academics to those working outside academia) via speech. This is a very common problem facing many students and new researchers of Sociology. Drawing on his own experience, Stefan explored some of the differences between people in academic circles and those from outside academia (more specifically, those from industry). For example, Stefan tackled the issue of 'referencing' when presenting to non-academic audiences. Within academic circles, a presentation that fails to acknowledge or properly reference sources is often derided and labelled poor. However, outside academia, references are considered an irritant. The audience are keen to listen what you think and more importantly what impact your findings will have on them and/or their product. Stefan provided the audience with some solid examples of good practice when "talking sociology".

Further Questions:-

Can 'Critical Pedagogy' ever replace traditional approach of teaching?  
Is subjective approach of Writing Sociology reliable?

Please do give your views about this provocative discussion on our webforum. <http://www.britsoc.co.uk/phpbb/>

The Postgraduate Forum Convenors

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## **Rescue History Conference Birmingham April 2008**

The first official event of the group 'Rescue History from Climate Change' took place at the Birmingham and Midland Institute on 3rd April 2008. The conference, 'An End to History? Climate Change, the Past and Future', sought to draw on multi-disciplinary studies of the past and present to explore how we have arrived at the current climate change crisis, how humanity has coped with similar, potentially catastrophic crises in the past and how we can draw on the knowledge gained to manage, survive and even change the future.

Introducing the conference were freelance archaeologist and anthropologist Katie Duckers and historians Mark Levene, Jean-Francois (Jeff) Mouhot and Stefan Skrimshire. Each in their own

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way emphasised the fact that few academics in the humanities have made the subject of climate change a part of their teaching and research agendas and given that we are all affected by this event (environmentally, economically and politically) the subject should be mainstreamed.

Considering the likelihood that the current climate change crisis is due in large part to human activity, Mark Levene pointed to the value of learning from the experiences of groups of people in the past who have also had to contend with sudden change. Stefan Skrimshire, on the other hand, warned of our propensity to defer our problems to the next generation and the vain hope that a (rather disembodied) 'technology' will fix our problems. Jeff Mouhot extended this view further and suggested that societies should not just leave the problems to the scientists but also include others in the academic world who have much to contribute to the debate and to policy-making. Those in the humanities are well placed to draw on past research and knowledge on how humankind has coped with past catastrophes (both naturally occurring and human-made) and to ensure that this knowledge is considered within strategies to address the problems we face. All agreed that given its potential value, education in this field should be given more funding. Unfortunately this is not currently happening as debates in the humanities about climate change are considered 'political'.

Following the introduction, a range of parallel streams took place comprising papers and talks from historians, archaeologists and sociologists including our very own SOAg member Chris Shaw. Chris's paper entitled 'When 2 becomes 3; defining safe limits in the climate change debate' looked at whether the 'dangerous limits to global warming' concept acts as a 'dangerous limits' to the climate change debate. Chris outlined the origins of the idea that a 2 degree global temperature increase should be taken as the limit before catastrophic climate change takes hold and suggested that focusing on this quantitative element has made climate change a 'technical issue' amenable to management and control. Chris suggested that this 'technical' approach acts to make critique of the current social order 'irrelevant' and 'irrational'.

Chris's paper echoed sentiments expressed earlier in the conference that the 'technological fix' should not be relied upon in isolation to deal with the issues we face as climate change. The concept has already been seized upon with relish in our capitalist society with car manufacturers, fuel suppliers and so on using it to great effect in their publicity and advertising, but with very little impact evident on tackling the problems that other vulnerable people's (particularly in less developed countries) may face as our climate changes. The message is

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'buy to save the environment' when we should instead be socialising the debate and looking at news ways of living that are sustainable for all and can make a big difference globally.

Chris's paper prompted much discussion, as did most of the papers (too numerous to review here). However, the main point arising in the concluding plenary session was how the humanities can take these issues further both within and outside of academia. Suggestions included incorporating aspects of action (even activism?) into the student syllabus and making in-roads into the policy making arena. My own personal view as a non-historian (perhaps 'lay' historian?) was that the public at large need to be made aware that there are alternative (non-scientific) views to how climate change should be addressed and that 'ordinary people' should be enabled and encouraged to take action. Our history is full of events where 'ordinary' / 'working-class' people have become educated, grouped together and fought for what they believed was right; a state of affairs which is sadly diminishing in current times. What better way to motivate people than to enlighten us of these key events in history and inspire us into doing something similar to save our planet. This is a role that historians can realistically take on board and do something about.

Consequently, I related my ideas to Mark Levene who has kindly posted them as a 'blog' on the Rescue History website. Why not join the debate and add some personal and sociological ideas of your own? <http://rescue-history-from-climate-change.org/Blog.php>

# resources & publications

**Pitcher, J, R Campbell, P Hubbard, M O'Neill and J Scoular (2008)** 'Diverse community responses to controversial urban issues: the contribution of qualitative research to policy development' in Maginn, PJ, S Thompson and M Tonts (ed) *Qualitative Urban Analysis: an international perspective*. Oxford: Elsevier.

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They also produce a monthly e-bulletin that contains all kinds of social science research methods related news, such as upcoming events, publications and sometimes job opportunities. For further information go to their website <http://www.ncrm.ac.uk>

A new open access journal called **Music and Arts in Action (MAiA)** has recently been launched.

This journal emerges from international, cross-disciplinary work that takes a wider, holistic approach in researching the dynamic role of music and the arts in social life and cultural experience. Cutting-edge work in this area considers how aesthetic experiences and artistic forms are unconsciously, semi-consciously and actively used by individuals and groups to structure social relations, situations, environments and action. The inaugural issue features a range of both academic and practitioner-based articles about White Power music, drama as social intervention, music therapy, visual arts and sustainability, and a theoretical look at the future of music sociology.

While the full-text of all articles is available on the journal website, you may also register as a Reader to receive email alerts for future issues, as well as to access the journal's reader tools. You can register at <http://musicandartsinaction.net/index.php/maia/user/register>

The editors are accepting manuscripts for peer-review and consideration for publication in future issues, via their online submission system: <http://musicandartsinaction.net/index.php/maia/information/authors>

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## **ESRC National Centre for Research Methods**

Throughout the year the ESRC run a research methods training and events programme with details posted on their database. The database contains more than just NCRM training and events, it is a vast resource for anyone interested in research methods training opportunities.

# contacts & contributions

## 'Help' I Need Somebody!

Do you have a few spare hours a month? Are you keen to promote the Sociologists Outside Academia group? If so, you could be just the person to help us. Due to Annika accepting a new job offer (many congratulations Annika) and Julie being deeply involved in her town's 'save our schools' campaign, we at the SOAg (virtual) 'office' are in desperate need of a volunteer or two to help with producing future newsletters, taking existing campaigns forward and helping to organise future meetings and events. No experience is necessary but reliability and enthusiasm are vital! If you are interested in helping (to whatever degree you are able) please contact either Julie or Annika .

**Annika Coughlin**

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**Julie Cappleman-Morgan**

julie.bsa-soa@ntlworld.com

or write to : BSA, Sociologists Outside Academia, Bailey Suite, Palatine House Business Park, Belmont, Durham DH1 1TW

<http://www.britsoc.co.uk/specialisms/soa>

Join the SOA google group

<http://groups.google.com/group/sociologists-outside-academia>

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We would like to hear from you if you have recently had a book review, journal article, book, video etc. published. Perhaps you've given an interview for radio, TV or a publication or gained any kind of achievement (no matter how big or small) that you wish to share with us here at 'Sociology for All'? If so, we'd love to hear from you.

If there's one thing we've noticed about the SOA membership, it's that many of you are either very modest and / or lacking in confidence about yourselves and your work. Having been in email contact with many members, we have come across so many inspirational stories of achievement against the odds and of work that has had a real impact on people's lives, whether in the academic world, in local communities, on individuals or in society at large. Please don't be shy! Share your achievements with us. You might just inspire another shy, unconfident sociologist into action!

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