Wednesday 11 April 2018, 15:30 - 17:00
Pecha Kucha Sessions

Culture, Media, Sport and Food B
ROOM 008

Transnational Working-Class Cultures and the Politics of Methods: A Case Study of Marching Bands in the UK and France
Thirlway, F.
(University of York)

Savage suggests that class analysis in British sociology since 2000 has moved away from the 'problematic of the proletariat' to a new focus on the middle class, partly in response to Bourdieu's foregrounding of dominant tastes as against the 'taste of necessity' or limited horizons of the dominated (Savage 2016: The fall and rise of class analysis; Bennett et al 2008: Culture, class, distinction). However I argue that low rates of cultural participation by dominated groups are largely an artefact of methodology (Flemmen et al 2017: Social space and cultural class divisions) which reduces vast areas of working-class cultural worlds to 'non-objects' (Grignon & Passeron 1989: Le savant et le populaire p. 72). In addition, national data collection flattens out expressions of classed identity which follow analogous - although regionally distinctive - forms across regional and indeed national borders. In this paper, I draw on ethnographic research in the UK and France to map out a rich trans-European tradition of marching bands stretching back to the late 19th century, combining 'ideological analysis' of their position as dominated cultures with 'cultural analysis' of their internal coherence as relatively autonomous forms (Grignon & Passeron p. 90). I explore bands as sites of tension between the carnivalesque and the military or colonial use of street space as well as sites of classed and gendered struggles for value (Skeggs 1997). In conclusion, I call for more cross-national ethnographic research into working class cultural production to generate fresh thinking in class analysis.

'I used to DEVOUR these tapes as a teen': YouTube as a Space of Subcultural Nostalgia
Thurnell-Read, T.
(Loughborough University)

This paper explores how YouTube has come to serve as a media platform through which some individuals can enact nostalgic reengagements with the media relating to subcultural practices of their youth. Taking the example of 1990s skateboarding videos, largely produced in the USA but exported and circulated throughout Europe as VHS tapes, which have recently been digitised and uploaded to YouTube, the paper explores how viewing and commenting upon subcultural media materials allows a re-connection with, and re-evaluation of, mediated memories of subcultural participation. Such viewing involves nostalgia for a past involvement in the skateboarding subculture, and an at times idealised conception of the sport, its associated practices and, importantly, of youth itself. Re-watching such videos appears to revive memories that contrast a golden age of the subculture with a more corporate, and therefore 'inauthentic', present whilst offering parallels with the life courses of individual viewers. Thus, commenting on such videos often involves the performance of a reflexive narration of identity and experience that draws on themes of ageing, masculinity and selfhood to locate the (post)subcultural selfhood of the viewer in the present in relation to a remembered adolescent past.

Social Media and Postemotionalism
Kirton, A.
(*University of Liverpool)*

In 1997 Stjepan Mestrovic introduced the concept of 'postemotionalism' in an attempt to capture what he described as 'a distinct tendency in contemporary social life toward the mechanisation of emotional life' (1997: 1). Mestrovic talks of 'a climate of affected, feigned emotion, as if it were rehearsed and planned ahead of time' (ibid: 13). In 2015 he extended this discussion of the postemotional society and, in an apparent attempt to account for the ways in which contemporary society 'forces' the predictability, control, calculability and efficiency of emotions, introduces the further concept of 'postemotional bullying'. Mestrovic's work has received surprisingly little attention within sociological theorisings of social media, which is surprising given that Mestrovic explicitly refers to social media as both giving rise to the postemotional society, and as being illustrative sites of postemtionalism and postemotional bullying. In this paper I explore and argue the value of Mestrovic's work for understanding the contemporary social media environment. I not only demonstrate the

utility of his concepts through illustration, but attempt to develop and extend these conceptualisations further as part of a broader and much needed critical theorising of social media and contemporary society.

Radicalisation: Embodied Subjectivities And Imaginaries In Social Media Communications
McDonald, K.
(Middlesex University)

Social media has emerged as central to contemporary experiences of radicalisation. One approach to such communications is to analyse them as propaganda and 'one way' messages, drawing on theories of 'indoctrination' and propaganda. While remaining influential in security studies, this approach fails to capture the agency and self-transformation involved in radicalisation, where we encounter an 'experiential grammar', evident in the primacy of personal experience over organizational structure, and the critical role of affect and embodied experience. This paper focuses on the social media communications of British and French young people to explore such experiential dimensions of contemporary jihadist movements, evident in particular in immersive experiences that both amplify and limit what can be felt.
The paper sets out to explore how experiences of distant, mediated suffering, 'work' within radicalisation pathways. It examines how good and evil mutate into purity and impurity, where jihadism manifests many of the characteristics of racism and hate crime. Here visceral and embodied experience plays a critical role, from the place of humour as an embodied practice of integration, to disgust and the grotesque.
This paper considers theoretical challenges emerging from such practices, in particular the importance of new approaches to embodiment and affect for a sociology of mediated experience. Methodologically, these movements underline the need to move beyond sociology's traditional reliance on textual and numerical data, and highlight the need to construct research strategies that engage with social media as a sensory medium of embodied actors.

Tinsel, TV's and Trainers: High-Cost Credit, Identity Management and the Media
Mann, Gisela., None
(University of Salford)

Televised poverty porn and tabloid representation of benefit recipients symbolically violate them by assaulting their identity and status, resulting in feelings of shame and stigma for people on low incomes. Research suggests people attempt to repair or avoid this, by purchasing luxury or conspicuous consumer goods to manage their identity, and 'fit in'. This is often only achievable using High-Cost Short Term Credit (HCSTC), which attracts high social and financial costs via additional sources of shame and humiliation, and 'unfair' poverty premiums for credit. These costs are compounded as benefit recipients are often criticised for using credit to achieve social participation, further eroding positive identity, despite borrowing being a common cultural feature of money-management in the UK.
My research was commissioned by Moneyline, a microfinance organisation, to explore the social impact of their services. Approximately 80% of loan purposes are for Christmas, holidays and home improvements. This suggests that loans are 'non-essential', and may be used to manage identity within the context of 'normal' social and community behaviour. Using grounded theory methodology to explore this issue allows participants to explain what impact HCSTC has on managing identity, and enables an exploration of the social and emotional meaning behind the purchase of highly symbolic goods, using expensive credit forms. Understanding the social impact of HCSTC may enable providers to attract on-lend capital from social investors at lower interest rates, thereby reducing the cost to customers. It may also change the pejorative narrative attached to people in poverty trying to fit in.

The Field of the Gallery Owner. A Research on Art Galleries in Milan
Uboldi, A.
(University of Milan)

This work examines the occupation of gallerist from a Bourdieusian perspective, open to some interactionist suggestions (Becker 2004). This study takes place in Italian art galleries in Milan. It is a qualitative research based on in-depth interviews with art dealers and participant observations during openings and art fairs. The analysis explores some practical reasons (Bourdieu 1998) which characterize the art dealer's occupational culture (Hughes 2010).
The field of art dealers is a case of economy of symbolic goods, characterized by a double loyalty to both artistic and economic values (Bourdieu, 2005). This ambivalence takes shape in the definition of gallerist in opposition to the idea of art dealer. It acts within practices and discourses and it structures internal divisions in the art gallery field. The moral claim of the gallerist's label (Bourdieu 2001) allows interpreting some dimensions of this occupational community (Van Maanen, Barley 1984). First, I propose a classification of art dealers' profiles, through the heuristic lens of the field of cultural production (Bourdieu, 2005) and in terms of different positions-taking. Secondly, art fairs are interpreted as ceremonial events and amoral representations (Goffman 2002). They are social occasions where this community affirms, through interactional practices, its occupational identity.

To summarize, the analysis reveals some clashes of classification and hierarchies in the art gallery field. In this way, I can define this microcosm of work as an occupation between humility and pride (Hughes, 2010).

Race, Ethnicity and Migration A
ROOM 003

LABOUR MARKET AND MIGRANTS

Performing Ethnicity: The Intersection of Work And Personal Lives of Ethnic Minority Migrants in China
Mao, J.
(University of Edinburgh)

Among the extensive literature about rural-urban migration in China, migrants' working lives and personal lives are usually discussed as two separate domains. However, their prolonged working hours, the dormitory regime, and the overlapping personal networks that extend beyond workplace mean that there is significant overlap between migrants' working lives and personal lives.
By focusing on ethnic minority migrants who work as performers at the frontier of service work in urban China, this research seeks to explore the intersection of migrants' work and their personal lives under the context of rural-urban migration. Their work involves 'performing ethnicity', such as dressing in minority costumes, perform minority songs and dances, waitressing, and toast to guests, etc. The unique dynamic of their work determines that they encounter the intersection of gender, class, and ethnicity on a daily basis. Drawing upon six months' participant observation and 60 in-depth interviews with ethnic performers, this research seeks to explore how this may have an impact on their personal lives beyond work. For example, how work dynamics shape performers' reflexive thinkings of ethnic identities. With the increasing commercialisation of ethnic culture, minority migrants have to intentionally build their self-images as authentic, primitive minority people, which stands sharply against their struggles for recognition as modern citizens in the urban area. This has shaped their ways of entertainment off work as well as their practices of intimacy. This research further argues for a more nuanced understanding of the interweaving of work and personal life under the context of migration.

Participation of Turkish migrants in the public sphere via trade unions in Germany, the Netherlands and the UK
Korkmaz, E.
(University of Oxford)

The research project aims to explore Turkey-origin migrant workers' participation and representation at trade unions and works councils in the UK, Germany, and the Netherlands, which operate under the same EU legislation but have different citizenship regimes, migration policies and labour market systems.
Based on a field study, the research aims to develop further a theoretical framework by evaluating the "transnational social space" approach together with the Habermasian public sphere theory.
This research is designed as a multi-method study (survey administration, focus group meetings and in-depth interviews) in selected workplaces in the UK, Germany and the Netherlands, where Turkish immigrants comprise an important portion of the working people.
This research shall address debates around the current mass migration which has caused rapid transformation of the host societies politically, economically, culturally and demographically. Even if immigrants/refugees/asylum seekers achieve the first step of receiving residence and work permits, they then face new challenges in the labour market. Labour market structures/policies and economic conditions may influence relations within the working people, which include the relation among natives/citizens and immigrants.
The research aims to shed light on the light on the process of engagement of migrant workers to the local working classes. The study also examines the migration policies of trade unions and discusses how Turkey-origin migrant workers benefit from the public sphere provided by trade unions and how they transfer their transnational agenda to the public sphere.

FROM THE SOCIAL NEGOTIATING TO THE SITUATIONAL IDENTITY

Of Algerian Migrants Highly Qualified in Quebec
Belaidi, A.
(Ecole Nationale Supérieure du Management ENSM)

Through a qualitative study, based on minute exploration of 30 detailed interviews with highly qualified migrants from the first generation of Algerian origin, my study is trying to point out how the difficulties to get a job responding to their qualifications in immigration can affect their responses and obliged them to negotiate constantly the integration process and strategic identity.

Indeed, identity is never an individual matter; it is intricately shaped by every experience of life. In exploring the micro-social interaction processes through which migrants identities are reinvented, the study leads to the setting up of a « mapping » of the migrants who faced every situation and how they negotiate their references. Furthermore, it displays the result of the comparison of the negotiating as the social adjustment in everyday life and their struggle to get a job.

The people interviewed invent for themselves new norms of negotiating, within the different social situations, which include three references (homeland, host society, and community of the same origin).

A new form of identification emerges from their social negotiating that obeyed to their references and the conditions of their situations as well as the possibilities to improve or to realize their aims. In short, the interviews highlight the situational negotiating of identity, particularly facing the labor market.

Understanding and Tackling Social Isolation and Loneliness Among Migrant and Minority Ethnic People
Zubair, M., Salway, S., Preston, L., Such, E., Hamilton, J., Booth, A., Ragavan, R., Victor, C.
(University of Sheffield)

People of minority ethnic and/or migrant identity face particular risks of unwanted social isolation and loneliness, linked both to the concentration of socioeconomic deprivation and to exclusionary processes and structures. Cumulative exposure to racial discrimination and obstacles to building supportive ties can increase the risk of loneliness, described by Rook as ''an enduring condition of emotional distress that arises when a person feels estranged from, misunderstood or rejected by others and/or lacks appropriate social partners for desired activities, particularly activities that provide a sense of social integration and opportunities for emotional intimacy'. Unwanted social isolation and loneliness are increasingly conceptualized as emergent properties of socio-ecological systems within which processes operating at individual, family, community and population-level are intimately connected. However, interventional strategies remain stubbornly individualistic and commonly fail to produce positive results. Further, there has been little attention to the needs of marginalised groups or to how isolation and loneliness should be addressed in diverse neighbourhoods. There is a need for new understanding of how socio-ecological systems operate and how they can be 'disrupted' to create opportunities for positive social connections. This paper describes an innovative systematic review that integrates systems thinking with participatory methods to combine an in-depth synthesis of published literature with insights and experiences from community consultation panels. The methodology will be introduced and early learning shared relating both to identified system processes and to delivering the project methods in practice.

Fostering Integration through Sports? Analysing the Long-Term Effect of Youth Sport Activities on Subsequent Labour Market Success of Migrants
Fauser, S., Lübke, C.
(University of Duisburg-Essen)

Sport has been proven to be beneficial for various different life course outcomes: It not only enhances well-being and health, engaging in sports also fosters educational success and labour market participation as it improves individuals' skills such as self-confidence and provides access to social networks. For these reasons, both researchers and social policymakers consider sport activities to be an effective tool for the integration of migrants and refugees in particular. There is, however, no sufficient research on the integrative effect of sport activities so far. Above all, it is still an open question whether the positive effects of sport endure over the life course and can therefore contribute to a long-term integration of migrants.

Adopting a life-course approach, this study investigates the long-term effects of youth sport activities on subsequent labour market success of migrants in Germany. It uses data from the
Socio-Economic Panel. This representative household panel contains detailed information on youth sport activities along with information on respondents' further life course development. Thereby, this study focuses on the effect of sport on labour market success later on in life, as this is a main indicator of successful integration. The results confirm the beneficial effects of sport. Migrants who were involved in sports at the age of 17 are for example more likely to be employed at the end of their 20s compared to migrants who did no sports. However, this effect is only visible under certain conditions of youth sport participation.

'The Brightest and the Best', Us, and the Rest: Framing EU Migration in the 2016 EU Referendum Campaign
Bulat, A.
(University College London)

The 2016 referendum campaign on the United Kingdom's continuation of European Union (EU) membership had two dominant themes: the economy and immigration. 'Remain' campaigners preferred to focus on the former, whereas

'Leave' supporters put more effort into discussing immigration. Although there is consensus regarding the relevance of immigration for the vote, there is little research systematically examining the detail of this campaign issue. This study focuses on how immigration was spoken about in political ephemera distributed by various organisations and individuals during the referendum campaign. A frame analysis illustrates how different types of movements of people were portrayed in this form of political communication. Although the issue at stake was 'uncontrolled EU migration', a significant proportion of materials spoke about non-EU populations. Overall, a positive case for EU freedom of movement as a whole was absent. Remain campaigns chose to focus on specific groups, such as British people and 'the brightest and the best' EU students and professionals, while 'the rest' of migrants was left to be criticised by Leave arguments. The analysis also reflects on how EU migrants did not have a voice through these media

Race, Ethnicity and Migration B
ROOM 224C

YOUTH, FAMILY, RACE AND MIGRATION

Eastern European young people in Brexit Britain: Identities in crisis, racism and a precarious future
Sime, Daniela., Naomi Tyrrell; Christina McMellon; Marta Moskal; Claire Kelly
(University of Strathclyde)

For young people who migrated to the UK as children, Brexit is a major rupture in the process of identity formation. The Brexit vote has key implications for their future in the UK, given their exclusion from certain rights. This paper reports on findings from the Here to Stay? ESRC-funded project, involving young people from Central and Eastern European countries who have been living in the UK for at least 3 years. Based on analysis of over 1100 survey responses and data from focus groups and family case studies, we examine how migrant young people's sense of belonging and plans for future have been unsettled by the Referendum. Research on whiteness often focusses on the perspective of the white majority- in this paper, we examine the position of white youth who are subjected to an ongoing process of racialisation by others (Fox et al., 2012). We reflect on the reported increase in racism since Brexit, which the majority of young people said they witnessed, and the types of racist incidents they experienced. The findings reveal the uncomfortable position of CEE young people living in the UK, and their ambiguous future. Currently what it means to be European – the collected, negotiated, lived identities of these young people – is being deconstructed at a crucial point of transition in their lifecourse due to Brexit. The supra-national identity of being a European, the identity that enabled their free-movement, is now implicated in their feelings of uncertainty and precarity in the UK.

The Racialised Dynamics of Citizenship: White Mothers and their Mixed 'Race' Irish Children
O'Malley, P.
(University of Limerick)

The demographic composition of the Irish state has been transformed by large-scale immigration since the mid-1990s. In particular, the multiracial family formation and the social phenomenon of mixed 'race' children have emerged as features of the Irish familial landscape (Census Data, CSO 2016). The mixed 'race' child citizen, who simultaneously embodies the potential for assimilation into and de-stabilisation of the Irish nation, raises important questions related to notions of citizenship and political membership (Enright 2011). In the context of everyday encounters, such citizens can be positioned as 'other' and as manifesting incompatibility with an authentic Irish identity (Morrison 2003). Through the unique lens of the family milieu, this paper provides empirical insight into how citizenship is 'lived' by the mixed 'race' citizen and more specifically, how the racialised dynamics of citizenship are negotiated by the white Irish mother and her mixed 'race' child who are positioned differently vis-a-vis legitimate Irish citizenship.

The Role of Family and Social Context on Ethnic Identity Among Multi-Generation Chinese Australians
Martin, J.
(Monash University)

Intergenerational relations and their social context are important in the construction of ethnic identity among Chinese Australians. Our perception of how significant others see us affects how we see ourselves. And, how we see ourselves is not always aligned to how others see us. Over the course of time when the context changes, our perceptions may also change. Parents play an active role in socializing their children by defining and interpreting their symbols, culture and ethnicity to their children (Cheng & Kuo 2003). Whilst parents are active agents in socializing their children, it is only their interpretation of the symbols and meaning of their culture and ethnicity that is being conveyed. Families interpret and transmit ethnic culture differently. The messages conveyed may sometimes be inaccurate and ingrained cultural attitudes that reflect public sentiments of the time. In addition, the role of parents in the transmission of culture may be

undermined with increasing exposure to external social settings and with the cognitive development of children. Whether the second generation maintains its ethnic culture depends on their parents but also social factors including ethnic visibility and residence in high immigrant communities. How later generations of Chinese Australians construct their ethnic identity will also depend upon a range of contextual factors intertwining in different ways over the life course. The extent to which an individual can exercise agency in the construction of their identity is a key determinant.

Race, Ethnicity and Migration C
ROOM 214

GENDER AND RACE

Black Women's Experiences in Prison: An Intersectional Analysis
Charles, A.
(Open University)

Black British women made up 11.6% of the prison population in 2011, 26.4% for non British-Black women (Nacro, 2007). Despite the disproportional representation of Black women in prison, they are an under-researched population. The purpose of this study is to gain a deeper understanding of the experiences of Black women in prison. Black women experience social encounters in ways that are different to men and other women (Emejulu, 2013: 310). This difference, it can be argued, is influenced by concepts such as race, gender and class (Crenshaw, 1989; 1991).
This study aims to fill some of the gaps in this area of research. The study endeavours to situate the importance of intersectionality within criminology, whilst highlighting the need for further research on individuals from Black and minority ethnic backgrounds. One overarching aims of the research is to demonstrate some of the ways in which Black women are disadvantaged in prison as a result of where their race, class and gender intersect. The findings will add to existing literature that seeks to dispel the notion that women's prison experiences are homogenous.
A key starting point is to determine how Black women in prison identify themselves and whether they perceive race and gender to have played a significant role in shaping their identities. The research will explore how the women describe their experiences of imprisonment and the factors influencing their treatment. This will be cover prisoner-staff relationships, access to rehabilitative activities.

'Let's do something together': Polish Migrant Women in non-Polish Community Organisations and Associations in Manchester and Barcelona
Rzepnikowska, A.
(University of Manchester)

In the context of the conflicts, tensions and growing xenophobic attitudes across many European countries, migrants' efforts to form social bonds across difference are often unnoticed. Migrants and ethnic minorities have often been blamed for self-segregating in public, media and some scholarly debates (Brimicombe 2007; Cantle 2001). In contrast, this paper examines how migrant women, coming from a country often described as overwhelmingly ethnically homogenous, become members of community organisations and local initiatives in different localities. This paper draws on ethnographic research involving participant observation, focus groups and narrative interviews conducted with Polish migrant women in Manchester and Barcelona. While the existing literature illustrates that Polish migrants often rely on dense networks of Polish co-ethnics (Eade et al. 2006; Ryan et al. 2008), this paper examines how Polish migrant women seek opportunities to connect with others across difference through engaging with various non-Polish community organisations and associations in both cities. The empirical examples illustrate how the membership in the local community initiatives offers the research participants a sense of belonging, a social bond and a common goal. The paper also questions if and how these social connections are sustained over times, and how the local and national contexts (for instance, the context of Brexit in the UK and a growing hostility towards European migrants but at the same time a migrant friendly narrative in Manchester; strong discourse of Catalan independence in Catalonia and the local government's emphasis on intercultural mixing) influence the engagement with the local community associations and organisations.

Negotiating Intersecting Forms of Oppression: Cultural Change and 'Female Genital Cutting' (FGC) in Diaspora
Kakela, E.
(University of Strathclyde)

Regardless of decades of campaigning against 'Female Genital Cutting' (FGC), today over 200 million girls and women are affected by the practice worldwide. Although FGC is commonly framed as a violation of health and human rights, critics have attributed the limited successes of the anti-FGC movement to Western countries' dismissal of the variety of

social, cultural and economic meanings and functions the practice holds. Studies have shown that a mere relocation to non-practicing environments is not, on its own, sufficient to bring about the abandonment of the practice. The continuation of these practices cannot simply be explained by the affected communities' blind adherence to tradition; on the contrary, communities engage in an on-going negotiation of culture and identity. Existing research has painted a conflicting picture of the role cultural hybridisation, identity negotiation, social connections and feelings of belonging have in influencing practice. Drawing from an on-going mixed methods research, this paper frames FGC as a 'patriarchal bargain', critically examining the relationship between migrant resettlement and the continuation of FGC in Scotland. In bringing together the social and the structural, the discussed study explores how resettlement barriers and the diaspora experience contribute to the ways FGC can function as a boundary marker and as a strategy to maintain one's culture in the face of discontinuities. By doing so, the research aims to challenge the ways in which FGC is currently conceptualised and addressed, advocating the need to locate gender violence in the context of intersecting welfare inequalities.

Love Thy Selfie: Women of colour, Selfies, and Resistance to Whiteness
Alnasser, N.
(University of Glasgow)

The phenomenon of selfies is often attributed to the alleged narcissistic nature of young women. This study explored the ways in which selfies can be understood as a space of everyday resistance to whiteness for young women of colour. Two focus groups were carried out with 11 self-identifying women of colour between the ages of 18-24 to investigate their perceptions of selfies and the culture that surrounds it. Drawing on Goffman to create a dramaturgical framework in which to understand cyberspace as a highly socialised environment and selfies as embodied performances of the self, findings showed that selfies could be constructed as a potential space of resistance in the agency they afforded participants to perform self and take up space in a society that denies them it. The political potential of selfies as a space of resistance was largely an effect of the centrality of community and acts of solidarity, by which selfies became a 'safe space' in which to present and reclaim collective as well as individual racialised identities. The role of the collective and the duty felt to support other women of colour was stressed time and time again. Moreover, selfies and the posting of them was understood as offering an alternative platform away mainstream media in which participants could contest whiteness and produce alternative discourses around non-white womanhood, creating alternative forms of inclusion. Finally, the study found that participants viewed narcissism itself as an act of resistance, and thus valued its role in selfies.

Deserted Husbands: Labour, Identity and Masculinity
Kurtcebe, M.
(Hacettepe University)

Immigrant men have peculiar vulnaribilities and they are prone to be subordinated by various practices, some of which are embedded in problems related to labour issues and relations embodying social identity, which generates a masculinity crisis. However, depicting immigrant men as patriarchial figures with power, discourses on immigrants often include negative attributions and prejudiced perspectives, which are revealed by the critical stance adopted by popular media in the United Kingdom. Portrayal of international marriages as a potential threat to tightened immigration system echoes the worries about immigration and integration.
This study scrutinizes what problems twelve Turkish men who married British women and immigrated to the United Kingdom had about their marriages and what their reactions were after they got divorced, drawing on in-depth interviews and participant observation in the United Kingdom. Following Connell (2005)'s analysis, it is argued that masculinities are reformulated in the ways that reflect power imbalance based on disputes caused by financial domination and challanges posed to the identity . The prevailing problems are asymmetric relations, precarity and thwarted integration and reactions consist of performance, demonstration and perpetuation of masculinity and marginalization of identical minority groups. British women mostly employ hegemonic masculinity positions whereas divorcees often employ marginalized and complicit masculinities accompanied by the struggle for hegemony.
Results shed light on processes producing various masculinities by providing significant information contradicting common sense assumptions about immigrants and masculinity. Examining men in scholarly efforts can help gain new insights into intersecting gender issues.

Rights, Violence and Crime
ROOM 218

Neoliberal Feminism?: Exploring Contemporary Feminist Approaches to Sexual Violence
Mohamed, T.

Wednesday 11 April 2018, 15:30 - 17:00
PAPER SESSION 6 / PECHA KUCHA SESSIONS

(Dalhousie University)

Drawing on 24 interviews with self-identified feminists, this paper explores the role of neoliberalism in contemporary feminist approaches to sexual violence. Participants cited autonomy and the choice to define one's experience as two tenets of a feminist approach to sexual violence; this focus on choice – rather than oppression or justice – is how participants distinguished a feminist approach to sexual violence from non-feminist approaches. Participants in this study defined sexual violence in individualistic terms – what 'counts' as sexual violence is not determined by actions or conditions; rather, sexual violence is dependent on individual interpretation. They emphasized the importance of broad definitions that encompassed diverse experiences, while cautioning against defining others' experiences for them. Overwhelmingly, participants offered little or no structural analysis of oppression or inequality.This emphasis on choice has been coined 'choice feminism' and it closely resembles neoliberal values. While participants in my study did not explicitly draw on neoliberal discourses, emphasis on choice at the expense of social critique individualizes and depoliticizes the issue of sexual violence, and reinforces the notion of victimhood as 'choice', rather than a product of social forces – a point of view that dangerously resembles neoliberal perspectives of victimhood as a state of mind. As an intra-feminist critique – one critical of, but still situated within, feminism – I explore the neoliberal turn in feminism, and its consequences for sexual violence.

From Disconnection to Connection in the Anti-Violence Movement
Sztykowski, Z.

Activists in the movement against gender-based violence fight for victories that are few, partial, and pyrrhic. Many report experiencing vicarious trauma from working directly with victimized people or engaging with their stories day after day (Schauben and Frazier, 1995). Material rewards are so few that burnout—the sudden and utter lack of motivation to continue—always looms. Given all of this, why do women join the movement and, moreover, why do they persist? Social movements literature, while providing valuable tools to analyze activist activity and understand the benefits of participation, focuses on the "how" of mobilization to the detriment of the "why" (Walder, 2009).
Using ethnographic insights and accounts from London-based activists, this study shows that mobilization and participation in the anti-violence movement are driven or undone by a search for connection and emotional expansion. This search is rooted in the social realities of respondents' subject experience and articulated through the work of activism itself. In particular, this study shows that shame, as the affective state of social rejection, provides the impelling force for their participation or withdrawal (Rochat, 2009: 116). It draws on a range of theoretical literature coupled with empirical observation to argue throughout that political participation and belief are driven by feelings of lack that are rooted in social reality.

Unmade as a Man, Remade as a Women: Male Rape and the Unmaking of the Male in American Horror Story
Cohen, C.
(Nottingham Trent University)

In relation to sex crimes, men are not ideal victims - far from it. Men languish on the dark side of the ideal victim binary. The contiguous logics of feminisation, emasculation and female-as-norm in relation to this victimity, ensure that any recognition for the male is tentative, grudging and precarious. Men are deemed fit for the mantle of victimhood only in as much as their masculinity can be overwritten by various techniques of feminisation. Thus, for the purpose of ascribing legitimate victimhood, the ideal male rape victim must be effectively unmade as a man, and remade as a woman. In order to illustrate this 'unmaking/remaking' of the male in action, critical discourse analysis of examples drawn from the US television show American Horror Story will be performed. It will be argued that such depictions therefore do not destabilise dominant gendered truth claims around rape, instead they serve to reinforce them. As such, they contribute to the subjugation of the male rather than to his insurrection. Ultimately, I seek to problematise gender as a relevant construct in the understanding of sexual violence; in so doing, I employ Foucauldian tools to argue that the (gendered) construct of the ideal victim is governmentalised.

Social Divisions / Social Identities
ROOM 001

#Politics Matters: Implications for Sociology
Brocklehurst, H.
(University of Derby)

Arguably 'Politics' has taken on a new significance in public discourse in the UK. A newly mobilised young generation are engaging with socialism amidst siren calls of global democratic decline and via childhoods shaped by neoliberal ideology and the politics of fear.

If the digital age is as a force multiplier of isolation and connection, anxiety and also authenticity – it is pressing that the meaning and means of Politics are critically engaged with. How is Politics connecting us and what implications does this have for the study and teaching of Sociology? Are disciplinary boundaries blurring? Does further recognition of the co-construction of Society and Politics render more inclusive ways of speaking of human connection and purpose? Without consideration of the political dimensions of the Grenfell Tower tragedy, for example, will victims of inequality remain voiceless? Political power also rests precisely where it is least recognised – and perhaps also least taught. The UK is almost unique in not providing a curricula in civics or citizenship (Brocklehurst) and rarely can school pupils encounter either discipline before adolescence or early adulthood. In academia scholars have lamented Sociology's own disconnects - its late consideration of Neoliberalism, its founding annexation from the natural world and its 'methodological nationalism' (Beck). This paper uses primary material to reflect on how this changing disciplinary relationship is articulated to younger audiences, and builds on existing research into the currency of 'political' curricula and the framing of informational texts on society and politics.

The Myth of the White Working-Class Revolt: English Identity, the 'Left Behind' and the Politics of Brexit
Taylor, G.
(University of the West of England)

The crisis and politicization of English identity has become central to analyses that attempt to explore the socio-cultural dynamics underpinning Brexit. This has been combined with analyses of how the processes of deindustrialization and financialization, the impact of austerity and rapid increases in EU migration generated a 'left behind' section of the 'white working class' whose nativism and 'resentful nationalism' is presented as the key constituency of support for Brexit. This has resulted in 'two tribes' explanations of Brexit that contrast the nativism and xenophobia of 'left behind' Leave voters with the liberal cosmopolitanism of Remain voters. This paper challenges the myth of the 'white working-class' Brexit and the complexity of the socio-cultural dynamics underpinning Brexit. The paper evaluates critically the usefulness of narrow socio-economic definitions of the 'left behind' support for Brexit, and highlights the dangers of 'scapegoating' the marginalized for Brexit in ways that downplays the acute levels of deprivation and hopelessness faced by marginal groups. This is followed by an analysis that broadens the definition of the 'left behind' from a narrow socio-economic group to a broader socio-cultural disposition that includes significant segments of the intermediate and middle-class. The paper concludes with a discussion of how this cross-class alliance of resentful English nationalism combined with elite-led liberal globalism to secure Brexit. This undermines the two-tribe understanding of Brexit and highlights the socio-cultural turbulence and complexity that underpinned the politics of Brexit and which continue to de-stabilize British state and society following the referendum.

Empowerment Coupons: A Study of the Seattle 2017 Municipal Elections
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In 2015, the voters of Seattle, Washington approved a new programme to fund their municipal elections. Each resident would receive four $25 vouchers in the mail which she could then distribute to the participating candidate(s) of her choosing in local elections. The programme limits the amount of money that can be spent per candidate per election cycle and includes independent expenditures by Political Action Committees (PACs) in the total allocated limit. This nascent limit is rare in the American system where outspending one's opponent has historically been the tried and true method of winning campaigns. The specifics of the law were debated and determined by the Seattle Ethics and Elections Commission (SEEC), and the first election using the Democracy Vouchers took place in August 2017. American elections rely on two mechanisms of power: votes and money. This study deals with efforts to shift the distribution of power in the name of 'better' representation. By combining interviews of political elites with observations of SEEC meetings over a two-year period, this study analyses the deliberate construction of representation by political professionals, technocrats, and attorneys as well as the transition of power from organisations to individuals in the 2017 municipal elections in Seattle. Finally, this study looks at the types of candidates that found success or were unsuccessful using this new model of publicly funded elections and what the consequences may be for how we conceptualise the relationship between participatory power and representation in a democracy.

Sociology of Education A
ROOM 223B

Language, Identities and Inclusion: Young Immigrants in France and England

Wednesday 11 April 2018, 15:30 - 17:00

PAPER SESSION 6 / PECHA KUCHA SESSIONS

Welply, O.
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In recent years, a negative policy and media narrative has emerged around linguistic diversity in schools in France and England, inscribed within a wider context of increased moral panic around a threatening 'immigrant Other'. These perspectives are reinforced by emerging statistical narratives, which show lower attainment levels for children with English or French as an Additional Language (Strand et al, 2015; Cusset et al., 2015). This paper engages with these issues by examining the mechanisms of inclusion and exclusion associated with young immigrants' home languages in schools in France and England. It draws on the findings from three studies with a total of 45 young immigrants between the age of 10 and 18 in France and England. Building on Pierre Bourdieu's concepts of symbolic power, legitimation and misrecognition and Paul Ricoeur's idea of narrative identity, this paper shows how in both countries, young immigrants had to negotiate the symbolic domination of a single legitimate language in school and beyond, which positioned their other languages as inferior, undesirable and in some cases, illicit. This led them to develop a range of strategies to negotiate linguistic identities within school spaces that they perceived as essentially monolingual. This paper highlights the importance of critically engaging with mechanisms of inclusion and exclusion in educational systems, by examining both explicit and implicit attitudes toward language diversity in school. This paper contributes new insights into debates around language diversity, identities and inclusion for young immigrants in predominantly monolingual educational systems.

What is the 'Merit' in Meritocracy?: Theorising the Spectrum of Institutional Approaches to Widening Participation in Higher Education

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(Durham University)

This paper will draw on data from 75 in-depth interviews with undergraduate admissions personnel in 18 Scottish universities. It locates institutional approaches to widening participation to higher education along a spectrum. At one end is a conceptualisation of meritocracy that takes prior academic attainment to be the ultimate arbiter of individual ability and potential. Institutions committed to this conceptualisation of meritocracy focus exclusively on the 'brightest and best' individuals from socioeconomically disadvantaged backgrounds. At the other end of the spectrum, in contrast, is a conceptualisation of meritocracy that recognises prior academic attainment to be a poor indicator of individual ability and potential. Correspondingly, institutions committed to this conceptualisation encompass low as well as high attaining individuals from socioeconomically disadvantaged backgrounds. A comparison of these two approaches reveals two critical differences. First, while the 'brightest and best' approach recognises that individuals from socioeconomically disadvantaged backgrounds with high levels of prior academic attainment have succeeded despite poor odds, the other approach also recognise the logical corollary of this: most individuals from socioeconomically disadvantaged backgrounds don't have high levels of prior academic attainment because the odds are stacked against them. Second, while the 'brightest and best' approach sees the socioeconomic gap in prior academic attainment as not their problem to fix, the other accepts responsibility for bridging the gap, at least to some extent. Higher education must make more of an adjustment for social background and develop a more progressive conceptualisation of 'merit' if its ambition to widen participation is to gain traction.

Unbundling and/or Widening Participation in South African Higher Education: A Commons- or Market-Led Model?

Ivancheva, Mariya., R. Swartz, C. Perrotta, A. Cliff, B. Swinnerton, N. Morris, L. Czerniewicz, S. Walji
(University of Leeds)

The mushrooming of private universities in early 1990s post-apartheid South Africa was addressed by a stricter set of regulations (National Qualifications Framework) tackling issues of quality and student protection. The public higher education (HE) sector was restructured into three institutional types: research-intensive, comprehensive, and teaching-focused universities. Although this differentiation policy was aimed at redressing historical inequalities, due to persistent structural disparities and new global developments, the South African system has remained highly stratified. Against this background, the present paper examines the introduction of digital technologies in the South African HE sector through two imaginaries (Mansell 2013): an 'open' 'commons led' imaginary of widening access and a profit-oriented market-led imaginary. We present findings from policy analysis and interviews with over thirty higher education leaders and senior education developers in South Africa. Our data suggests that despite initial intentions, the current situation in South Africa requires universities to generate income individually, allowing new market entrants into the public HE sector. With the promise of widening access through technological innovation, private providers are partnering with public universities to offer digital services. We argue that this type of new market entrance is occurring at the intersection between digital innovation, reputational value of historically-advantaged universities, and the disaggregation of university provision, services and governance (increasingly termed 'unbundling'). Exploring the unequal engagement of three different types of institutions with these processes, we argue that while it is presented as 'creating' new value, the process of unbundling relies on pre-existing reputational capital and reinforces existing inequalities.

Stretched Across Career Stages: Feminist CollaborationsIn Higher Education
Breeze, M., Taylor, Y.
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Career stage categories shape academic labour, and laboring academic subjects. 'Early' 'mid' and 'established' career stages offer an institutional framework through which entitlements, responsibilities, and mobilities can be claimed and contested by feminists working in higher education. Inhabiting these categories uncritically however, can serve to reproduce neoliberal academic structures that feminists may seek to resist and rework. In this context, collaboration across career stages offers a key empirical case for understanding how feminists and feminisms occupy academic space. This paper uses auto-ethnographic methods to read categorical career stages and feminist collaboration through each other, analysing the authors' own cross-career stage collaborations and mentoring relationship. We ask how and whether feminist collaboration and the often unrecognised labour of mentorship can both claim and disrupt mythical narratives of the competitively achieving individual on a smooth upwards trajectory through career stages. We explore how the temporal logic of career stages – where academic entrance and achievement, 'arrival', 'becoming', and 'belonging' can feel permanently deferred (Pereira 2016, Taylor 2014, Thwaites and Pressland 2017) or as a missed opportunity ('I'm too late') - is marked by gender and class. The paper argues for more pluralised and fragmented understandings of 'career stages', which as fixed categories work to position academics as either precarious or privileged, and for a messier imaginary of academic careers.

Careers in Context: Towards a Reconciliation of Individual and Structural Dimensions of Career Decision-Making Through Bourdieu's Field Theory
Pasztor, A.
(Newcastle University)

While globalisation and the growing competition at the crowded and increasingly 'credentialised' graduate labour market contributed to the growing popularity of 'degree mobility' the newly emerging field of international student mobility has not yet been researched systematically (King et al 2010). Geographers have unmistakeably left their mark on the theoretical approaches to studying student mobility with an overwhelming portrayal of degree mobility as 'a single relocation decision by an individual at a moment in time' (King et al., 2006: 259). Their approach, however, didn't account for the 'cultural, social and economic contexts' within which individual educational decisions were generally played out (Findlay, 2011: 164–5) and failed to recognise the potential embeddedness of such decisions within the life course. By viewing 'career' as a constant interaction between the field and personal dispositions the paper reaches out to the literature on careership (Hodkinson 2008) as well as Bourdieu's field theory while trying to reconcile the structural and individual dimensions of career decision-making. Since doctoral education at a world class university is professed to be the pinnacle of one's educational career, in-depth interviews (20) with international students pursuing a PhD at one of Britain's most elite universities were used to illustrate the complexities of 'playing the game' bearing in mind the different starting positions, capital accumulation and know-how of the HE field for individuals operating in specific national and global settings. By offering a more processual perspective on global careers the paper makes a significant contribution to the field of career mobility.

Transition Pathways from Higher Education to Work
Plugor, R.
(University of Leicester)

The paper presents the findings from a holistic study about student experiences and transitions from education to work in Romania and England. The research explored the narratives of forty-two students in two countries at two institutions and examined how they recounted their motivations for going to university, their choice processes, their experiences at university and how they talked about their future aspirations. The analysis revealed a reciprocal relationship between students' pathways into HE, their experiences within HE and their perceptions about their future plans in the labour market forming four types of transition pathways – persisters, experimenters, switchers and wanderers. The results of this study confirmed that students shaped their future aspirations through their lived experiences, both remembered and current. Their experiences and the contexts in which they were located, and whether they were negative or positive, were pivotal to how students regarded their plans. Structural constraints, such as social, economic, ethnic and geographical constraints, mediated their lived experiences by hindering choices and diminishing resources. The findings revealed that students exercised agency by resisting structural constraints and creating opportunities, beyond the (institutional) resources available, but significant others, happenstance events also played an important role in shaping their experiences. Research on transitions from education to work mainly focuses on the interplay between structure and agency and this paper argues that in order to address the complex experiences of students there is a need to include other factors in the analysis, like the role significant others, happenstance events, time and place considerations.