

Special Events

Tuesday 10 April 2018, 09:00 - 10:30

Methodological Innovations

Room 214

Researching the Powerful: Investigating Identity, Community and Social Solidarity at the Top of Society

Miller, D., Massoumi, N., Mills, T.
(University of Bath)

'Studying up' is a term popularised by the anthropologist Laura Nader in 1972 which suggested anthropologists should cast their eyes up from the exotic tribe overseas, towards the institutions of power and authority that govern western societies.

This panel event will present four contemporary perspectives on studying up, focusing on the methodological challenges which such research poses as well as the positive benefits it can bring to sociology.

The paper by Miller, Massoumi and Mills explores the distinct research methods and ethical issues such research requires, arguing that 'studying up' should examine the direct role of elites in business, politics and civil society.

Davis focuses on the particular methodological challenges of interviewing elites, drawing on twenty years of interviews with over 350 subjects from politics, state administration, business, finance and news media.

Fooks discusses the methodological difficulties in researching corporate political strategies, noting sociologists' dependence on the release of confidential industry documents, limited to a relatively narrow set of industrial sectors.

Friedman presents innovative work on private schools and elite recruitment that makes use of 120 years of biographical data from Who's Who. The paper argues for reviving and refining the study of elite recruitment.

Research on power structures is currently going through something of a renaissance as a result of both the challenges posed by austerity and by the flood of digital data now available. Studying up via 'big data' utilises new methods for scraping, collecting and analysing large data sets. All participants will address the future of studying up and the role of new methods in the new data environment.

For 'Studying up': Why Sociologists Should Research the Powerful

Miller, D., Massoumi, N., Mills, T.
(University of Bath)

Recent years have seen something of a revival of interest in elites, including influential scholarly work on inequality. At one level, the case for researching the powerful is obvious: they are the people and institutions that take decisions that affect us all, and reproduce the systemic inequalities and injustices of the contemporary world.

But, powerful individuals and institutions are able, by virtue of their positional advantages, to control access necessary for research, and indeed to inhibit or disrupt the activities of those who would 'study up'.

So, in order to facilitate the investigation and exposure of corruption, misconduct and mismanagement in government, corporations and other power centres, we need to reorient our approach to research methods. Whilst co-operative methods usually endorsed in social science can be adapted for studying the powerful, alternative methods are often necessary, including a range of investigative research techniques. We highlight how these differ from traditional co-operative methods.

Considering some notable examples of elite studies, we go on to suggest that 'studying up' can be conceived of in a way that includes a wide sweep of studies. It should be considered a way of understanding the social background, education, milieu and identity formation of the rich, the corporate elite or state officials. In addition, it should examine their direct role in business, politics, civil society and culture.

We also outline the need to rethink conventional approaches to research ethics for studying up and close with a call for more collaborative research on the powerful.

The Decline and Persistence of the Old Boy: Private Schools and Elite Recruitment 1897 to 2016

Friedman, S.
(London School of Economics)

We draw on 120 years of biographical data (N = 120,764) contained within Who's Who—a unique catalogue of the British elite—to explore the changing relationship between elite schools and elite recruitment. We find that the propulsive power of Britain's public schools has diminished significantly over time.

This is driven in part by the wane of military and religious elites, and the rise of women in the labour force. However, the most dramatic declines followed key educational reforms that increased access to the credentials needed to access elite trajectories, while also standardizing and differentiating them.

Notwithstanding these changes, public schools remain extraordinarily powerful channels of elite formation. Even today, the alumni of the nine Clarendon schools are 94 times more likely to reach the British elite than are those who attended any other school. Alumni of elite schools also retain a striking capacity to enter the elite even without passing through other prestigious institutions, such as Oxford, Cambridge, or private members clubs.

Our analysis not only points to the dogged persistence of the 'old boy,' but also underlines the theoretical importance of reviving and refining the study of elite recruitment

Elites, Peaks and Cliques: Studying Lobbying & Policy Networks in Scotland

Dinan, W.

(University of Stirling)

This paper reflects on some of the methodological challenges associated with studying up and considers the costs and benefits of sustained inquiry in a specialist elite policy field. The paper draws on empirical research conducted for over a decade on lobbying networks in Scotland, and reflects on how and why fieldwork and investigative strategies change over time, and how the role of the researcher vis a vis those being researched, is redefined in relation to evolving personal networks and policy cycles. The paper will address some of the practical issues (securing and maintaining access, building trust, cross checking accounts) faced by researchers studying small and geographically concentrated elite populations and the related ethical challenges involved in 'going out' & 'studying up', particularly in the context of dense and overlapping professional and personal networks. Finally, the paper will reflect on the ways in which digital communications allow us to rethink ethnography and net-nography, and how new media technologies open up some new possibilities for studying elites and networks of power.

The Political Corporation and the Challenge to Contemporary Democratic Governance

Fooks, G.

(Aston University)

The emergence of the corporation as the main organising institution in late capitalist societies is often overlooked within contemporary sociology. This paper examines recent developments in our understanding of the political corporation and explores what we have learnt (and the limits of learning) about new ways in which corporations seek to influence democratic decision-making. The paper focuses on corporate political agency.

The first part of the paper outlines the progress that has been achieved in understanding the heterogeneity, invention behind, and plasticity of corporate political activity and its effects on corporations' structural (political) power.

The second part concerns itself with the empirical basis of this progress and focuses on epistemological obstacles to developing a fully social understanding of corporate political influence. Specifically, it considers the increasing obsolescence of key sources of data that have been instrumental in advancing knowledge of new forms of corporate political influence, and the essential difficulties involved in making sense of lower visibility, complex, and techno-scientific modes of corporate political agency.

Race, Ethnicity and Migration A – Special Event

ROOM 003

Researching Home, Sociologically

Boccagni, P., Blunt, C., Humphris, R., Miranda, A., Pechurina, A.

(University of Trento)

This panel proposal aims to build a comparative research agenda towards a sociology of home. We understand home as a particular and multi-scalar social relationship with place. Common across these five contributions is an empirically-based understanding of the emotional, sensorial and practical bases of home in everyday life, whether in domestic settings or beyond. All contributors provide reflective accounts of their own research experience with a primarily ethnographic take. This enables in-depth dialogue and comparison to advance research beyond its predominant fragmentation – as a matter of several local case studies and approaches that tend to remain isolated from each other, despite their substantive commonalities. The ways in which home is conceived, felt and enacted illuminate majority-minority relations as a matter of day-to-day negotiation on the meanings of 'identity' and 'community'. They are also, potentially, a terrain where social solidarity is built in practice as a fruit of common needs and pragmatic ways of addressing them. How do power inequalities, e.g. based on ethnicity or gender, affect the meanings associated with home, and even people's potential to feel at home? And how can sociological research unveil such inequalities out of the fine grain of everyday life in diverse societies? Our session aims to engage into a critical and productive dialogue to advance our understanding around these questions.

Home Tours: Towards a Comparative Research Methodology Into Lived domesticity

Boccagni, P.

(University of Trento)

This paper assesses the promises and pitfalls of 'home tours', i.e. in-depth ethnographies and go-alongs in dwellings and ordinary living milieus, as an innovative way of studying the daily life experience of immigrant newcomers, compared with long-settled natives (and, transnationally, with their significant others left behind). Methodologically, this research option requires particular sensibility in negotiating access to the domestic realm, in grasping its material bases and the ways of using domestic spaces, as necessary to appreciate natives' and aliens' ways of making themselves (more or

less successfully) at home. Substantively, a comparative and cross-cultural ethnography of the spatial organization of home enables a unique understanding of migrants' attitudes and expectations towards receiving and sending communities, and of the material resources available for them to negotiate such relations. What is displayed in home spaces, where, and why; how people orient functionally and symbolically their interior spaces; how such spaces are differentially occupied and experienced along gender and generational lines; what kind of memories are displayed, and what specific rituals are performed – on similar micro-underpinnings of post-migration everyday life, little insight can be gained unless through ethnography in a variety of settings and scales. While taking stock of the emerging literature on migration and home, this paper builds on an extended research programme in which home tours are both a source of micro-data and of macro-insights, once replicated across multi-ethnic societies.

When and Why Are we At Home (In Our Research)? Adaptability, Hospitality and Attachment

Blunt, C.

(University of Central Lancashire)

This paper reflects on a year long multi-sited ethnography of the making of home carried out in England and the Republic of Ireland. Led by a theoretical problematic distilled from the intersection or collision of a sedentarist notion of home, binary thinking, deterritorialised voluntarism within and social weightlessness of broad social theory, the research sought to exercise the sociological imagination to explore what the making of home meant, involved, evoked amongst diverse households juxtaposed in a field conceived of as temporal and spatial. What and how is it to make home now, the research asked. The paper locates the methodology vis-a-vis models of ethnography and case study research and outlines the particular analytic mode practised during the fieldwork which might be likened to the movement of a shuttle on a loom. The paper then goes on to identify issues that, whilst present during the fieldwork and analysis, have emerged as more acute as the author revisits the volume of data after a break of several years. These include the ways in which my own experience(s) and conceptions of home figure epistemologically and heuristically and the reframing of the research as visiting, as a question of guest/hosts and types/degrees of hospitality. The paper concludes with a discussion of the value of these reflections to future research and their connection with a key finding from the research around terms of attachment to the wider space/time of one's homemaking.

The Study of Diasporic Identities Through Home-Making Practices

Pechurina, A.

(Leeds Beckett University)

This presentation explores several key interlinked approaches to accessing diasporic identities and homes: by using the multidimensional / sensorial understanding of the concept of home, through the materiality and symbolism of diasporic objects, and by exploring the diasporic quality of migrant cultural practices. The paper follows theoretical and methodological approach that understands home as 'multidimensional' and 'practiced' concept that enables to learn not only about migrants' material cultures but also about their ways and processes of maintaining cultural identity and a sense of belonging. In this approach, three areas of enquiry are loosely identified: the 'physical' home, which refers to tangible components including the building and its objects; the 'symbolic' or imagined home, which refers to the idea of home or of specific symbolisms around it; and the 'practiced' home, which refers to the practices of home-making and relationships that maintain a sense of home within a physical space. The paper will start with an overview of the concepts of 'diasporic home' and 'diasporic object', outlining their problematic nature and complex connections to culture, sense of place and belonging. The paper also aims to discuss methodological issues that arise in the process of researching diasporic/migrant homes by focusing upon various interactional relationships that emerge between the researcher, participants and the materiality of domestic space. Specifically, the paper considers the roles and contributions of researcher and participants alike in the process of attempting to conceptualise otherwise intangible and sensorial elements and dimensions of domestic space.

Sociology of Religion

Room 008

Religious Institutions of Solidarity - Social Care Between Communities and Welfare State

Schnabel, A., Ervasti, H., Sammet, K.

(Heinrich-Heine-University Duesseldorf)

After times of the establishment and enlargement of the European welfare state model during the 1960th and 1970th it recently became challenged by shifts in the age structure of populations, by migration and by austerity politics as one consequence of the latest financial crises. These developments give rise to the question of how solidarities are organised in a Europe where its particular trademark of a social model is contested and to which role religion may play here.

The session focuses on the institution-related interwovenness of religion, state and solidarities. In particular, we invite papers that look at one of the following topics:

- (i) Do religious congregations, communities, parishes take over (former) responsibilities of the welfare state like the provision of social care social protection? How is the religion-related provision of social care linked to the welfare state - as supplement, substitution or competition?
- (ii) How are religion-related provisions of social care related to solidarity? How inclusive and exclusive are they? Do they support social integration and support social capital or do they support only group-related solidarities?
- (iii) Do religion, individual religiosity and religious worshipping led to acceptance or rejection of the welfare state provision of social care? How legitimate are European welfare state systems in the light of religious pluralisation?

Foodbanks and Tafeln: Faith-Based and Secular Institutions of Food Provision for People in Need in Germany, the UK and the Republic of Ireland

Sammet, K., Ervasti, H.; Schnabel, A.
(Universitaet Leipzig)

In our talk, we will present major findings from our research project that compares different European welfare models on various levels. In this project, we assume that welfare state regimes are rooted in religious traditions and therefore develop different semantics, ideas and institutional regulations of poor relief. Based on qualitative data, we analyse worldviews of people depending on social support in various national contexts.

Our paper will examine the impact of religious concepts of poor relief on different levels: a) general semantics of welfare, b) the implementation and appropriation of these ideas on an institutional level in faith-based as well as secular organisations, and c) on how deprived and impoverished individuals perceive their living conditions and options within these structural circumstances. Our explanation starts at the institutional meso-level, using interviews (group discussions, biographical and expert interviews) we conducted at foodbanks in the UK, the Republic of Ireland and Germany. Based on these considerations about the general logic of different foodbank systems, we then also investigate how the users of the foodbanks deal with these structural defaults and how they experience the support they receive. We show how different and yet entwined the two perspectives on neediness are and reflect on the general understandings behind it of how poor relief should be designed, on semantics of deserving and undeserving poverty, etc.

Changing Religiosity and Support for the Welfare State in Europe, 2002-2016

Ervasti, H., Sammet, K.; Schnabel, A.
(University of Turku)

This presentation analyses to what extent support for the welfare states depends on religious orientations among the publics in European countries. As well reported in recent literature, a marked change has taken place in the religious life of Europeans during the last decades. Notable sections of European populations have dropped out of religious affiliations and estranged from all religious beliefs and behaviour. However, at the same time, there is evidence of an increasing interest in new forms of religiosity among Europeans. Simultaneously with the more or less steady process of secularization, some individuals seek for new alternatives for the tradition religiosity. Moreover, religious pluralism is boosted by increasing immigration to all European countries. To find out what kinds of repercussions the religious change brings to the social and political values of Europeans, data from the European Social Survey (ESS) from 2002-2016 is analysed with multi-level regression analyses. More particularly, attitudes towards redistribution of income and government responsibility on individual well-being are scrutinised. Consistently with prior studies, a positive correlation between religiosity and support for the welfare state is found in the analysis. Moreover, the results suggest that the effect of religiosity on support for welfare policies differs notably between European countries and that this effect has declined over time. In the most secularised countries, support for the welfare state is practically independent of publics' religious orientations.

Theory Room 007

Sociology and the New Materialisms

Fox, N.
(University of Sheffield)

There is growing interest within sociology in a range of new materialisms that appear to offer an alternative social ontology to both realism and constructionism. This 'turn to matter' emphasizes the materiality of the world and everything – social and natural – within it, including human bodies; other organisms; material things; spaces, places and the natural and built environment that these contain; and material forces. Also included may be abstract concepts, human constructs and human epiphenomena such as imagination, memory and thoughts: though not themselves 'material', such elements have the capacity to produce material effects.

This focus upon materiality cuts across dichotomies including differentiations between human and non-human, animate and inanimate, mind and matter, body and environment. Social agency is no longer treated as an exclusive property of human actors, but a capacity of all matter. At the same time, the ontology of the new materialisms is monist or 'flat',

rejecting notions of underlying structures or mechanisms, requiring new theoretical approaches to continuity and change, power and resistance, within a messy, heterogeneous and emergent social world.

This symposium will explore critically theoretical elements of the new materialisms and their applicability for social theory and empirical sociology. It comprises a brief introduction to new materialist ontology followed by three linked papers – each of which will address – in relation to an empirical illustration – specific aspects of new materialist theory, such as affect, assemblage, production and desire. The papers will be followed by an extended period for discussion and critical review.

Rethinking Community Solidarity

Walkerdine, V., Studdert, D., Bailey, M., Mckenzie, L.
(Cardiff University)

This symposium engages with identity, community and social solidarity by raising some fundamental issues about how to think community and being together, as well as existing theoretical work in the field. In this case papers draw, for example, on the work of Hannah Arendt and Raymond Williams. The papers also present research that challenges certain basic assumptions about how social solidarity is produced in working class communities as well as its regulation, arguing for new ways of approaching and engaging the topic.

Practices of Community Support and Self-Determination

Walkerdine, V.
(Cardiff University)

This paper considers the way in which working class and other communities develop practices of self-help and support, which have lived in the popular memory and imagination. It argues that these have been disavowed and maligned politically to the detriment of community attempts to support each other in the present. It draws on research in a de-industrialised community and on a working class social housing estate on the edge of a market town. In both locations, people talked about the ways in which they had come to support each other in the face of uncertainty and insecurity over a significant historical. Local people understood that they must support each other to survive and diverse practices carried them through difficult times together. Those practices became embodied and remained in skeletal form even when the conditions that produced them no longer existed and became, at a deep psychosocial level, the site of affects and meanings that served to feel essential to life itself.

Many statist practices introduced into 'deprived' and 'excluded' communities by liberal and Left modes of governance, either ignore or actively work against such practices with the result that local knowledges fail to be used and supported, leading to considerable disaffection, often understood as 'apathy' by professionals. While many professionals appear to give paper support to such endeavours, in practice they find it almost impossible to listen to community guidance or to let these communities take charge.

Community as Relationality

Studdert, D.
(Cardiff University)

This paper argues that re-conceptualizing identity and social solidarity requires re-thinking our notion of community. Further this re-thinking is both a political imperative and a means through which sociology can renew itself (Studdert, 2006, 2016). While 'community' has been reviled and understood as a feel-good term (Rose, 1999; Bauman 2001), it is argued, conversely, that full blown relationality is necessary for an understanding of being in common. It is what 'being in common' might mean that concerns this paper.

Using the work of Hannah Arendt (1958), Studdert and Walkerdine (2016) developed an analytic for the investigation of communality and contemporary communities, using it to understand communal being-ness as something built through shared actions, meanings and affects. Thus this approach contests the assumption that secular intersubjectivity is necessarily objectifying and alienating (Honneth, 2001), substituting an approach in which mutual aid and co-operation, produce shared meanings, actions and affects, forming the basis of social power (Studdert & Walkerdine 2016).

If we think of social solidarity through communal being-ness, we recognise that such actions are already present every day. Using research from one UK town, we show how communal being-ness on one housing estate was constantly attempting to assert its own meanings, in relation to those meanings and actions presented formally and informally by the local and national state. In this view, the issue is less about resistance than the recognition of contestation of forms of being in common.

Sociology is Ordinary: Autobiography, Communities, Relationality

Bailey, M.
(Essex University)

Raymond Williams famously noted that 'culture is ordinary'. He sought to revise the then dominant Marxist and Leavisite interpretations of popular culture, arguing that neither properly understood the lived experiences of working-class communities. Richard Hoggart was critical of the intellectuals' tendency to misrepresent working-class life. Both Williams and Hoggart disapproved of sociological surveys that constructed a one-dimensional image of ordinary peoples' customs using statistical analysis, insisting on a more nuanced understanding of everyday social relations and processes.

Though Williams and Hoggart's work was on the margins of post-war sociological research, this paper argues that their pioneering methods of cultural analysis have commonalities with some of the now classic British community studies: the involvement of the researchers with local neighbourhoods, their commitment to establishing a genuine relationality with the people they studied, and their enthusiasm for cultivating social change. The paper also explores the extent to which the sociological imagination of these early community studies was shaped by the researchers' own 'structures of feeling'. I look finally at some recent community studies and their concerns with the effects of deindustrialisation and economic recession, the social cleansing of inner-city estates, the emergence of new gentrified neighbourhoods, the growing importance of transnational citizenship and migrant communities, the resurgence of nationalism and right-wing populism. I argue that the continuing salience of community studies rests as much on the researchers' ability to establish a series of emotional truths, using their own lived experiences, as it does their generating representative data about the particularities being studied.

Tuesday 10 April 2018, 11:00 - 12:30

Frontiers ROOM 002

'Sociological Research Online: Celebrating Two Decades of Ground-Breaking Sociology'

Walker, C.

(University of Southampton)

Sociological Research Online has been at the forefront of innovation in Sociology since its establishment as an online-only journal in 1996. This special event celebrates the crucial contributions made by SRO to the development of a range of sub-disciplinary areas in which the journal has excelled over the years: the sociology of youth, visual sociology, sociology of the family and digital sociology. With presentations from four leading sociologists, the panel will discuss the role played by contributions in SRO in the development of these fields, as well as looking to their future.

Family Sociology Debates and Interventions in SRO

Edwards, R.

(University of Southampton)

Family sociology has moved from a relatively quiet empiricist backwater of the discipline to play a more influential conceptual role through theories of reflexive modernity. Over more than two decades, Sociological Research Online has hosted the publication of nearly 1000 pieces that address various issues relevant to family sociology. Some of these are part of special issues that bring together a collection of different perspectives on a family-relevant topic. Many of the SRO articles and special issue contributions follow two rich and influential strands of British family sociology in taking interpretive or critical approaches. Most are qualitative in nature.

In this presentation I will be focusing largely on SRO articles that have played a role in some of the key conceptual developments, debates and interventions about family and intergenerationality, rather than those that explore related aspects such as parenting, children's lives, work-family balance and so on. I will highlight discussion of the influential interpretive concept of 'family practices', subsequent interpretive developments questioning the concept of family, and critical interventions and challenges to seek to reclaim it. I will note how SRO contributions have avoided disciplinary incursions that undermine the importance of the social in conceptualising family such as economic rationality and bio-social approaches, and consider some possible future pathways for family sociology that enhance it, and that may find an outlet in SRO, including those that might take advantage of its virtual flexibility.

The Sociology of Youth: Then, Now, Next?

MacDonald, R.

(Teesside University)

One reason why we study youth is that the changing circumstances, cultures, identities and transitions of young people can provide a barometer on wider social change. Critical investigation of the youth phase – especially if it goes beyond an understandable, empirical concern with the most deprived and marginalised to include analysis of the elite and the 'missing middle' – can throw light on questions that are of wide significance for sociology. For instance, this field has lately generated very useful studies and debates about austerity, marginalisation, and the way that class inequalities – and those connected to gender, ethnicity, disability, nationality and migration status, sexuality and other well-known forms of domination and inequality – cross-cut with age and generation in familiar and in new ways. Related to this, a return to or rejuvenation of a political economy perspective in youth sociology has offered new directions. In this session, Robert MacDonald will trace out some of the key contours in the sociology of youth, identify promising trends and recurrent weaknesses and suggest possibilities for the future.

Digital Sociology in Sociological Research Online

Hine, C. M.

(University of Surrey)

Sociological Research Online began as a self-consciously digital publication, keen to explore the potential for innovation that online publishing offered. While the journal stuck with the conventional format of peer-reviewed papers in a regular sequence of volumes and issues, contributors were encouraged to explore the possibilities that digital publishing offered for providing access to an expanded array of data and illustration in graphical, audio and visual format. The digital format also provided for a fast turnaround time, enabling rapid engagement with topical issues. I will review developments in digital academic publishing since the launch of SRO in 1996 and situate SRO within that emerging landscape. I will also review the contribution made by papers in SRO to the emerging field of digital sociology, highlighting some significant methodological and substantive contributions that have appeared in the journal. Finally, I draw together the contributions in both form and content that SRO has made to digital sociology and outline some challenges for the future.

Reflections on Visual Sociology

Strangleman, T.

(University of Kent)

One of the most interesting and innovative areas of sociological inquiry over the last two decades has been the growth and mainstreaming of visual sociology. Although visual methods and approaches have a long lineage within the humanities and social sciences it is only really over the last two or three decades that they have become commonplace and more widely accepted within sociology. Because of its pioneering format Sociological Research Online has been better placed than many journals to recognise this trend and reflect visual sociology in its publication. In this contribution I want to reflect on visual sociology within and beyond that appearing in the virtual space provided by Sociological Research Online, asking how the visual has, and can act as a method, a probe, as evidence and data. How has the visual appeared in Sociological Research Online, is there a unique contribution that the journal has facilitated and how might this develop in the future? The contribution will draw on the author's own work in visual sociology where he has used photography, archival images, art work as well as moving images in his research on work.

Theory ROOM 007

Introduction to the Symposium

Allred, P.

(Brunel University London)

New materialism is a term ascribed to a range of contemporary perspectives in the arts, humanities and social sciences that have in common a theoretical and practical 'turn to matter'. This turn emphasizes the materiality of the world and everything – social and natural – within it, and differentiates new materialisms from a post-structuralist focus upon texts, 'systems of thought' and 'discourses', focusing upon social production rather than social construction (Deleuze and Guattari, 1984: 4). This brief introduction to the symposium will serve to contextualise the following three papers. It will outline the perspectives covered by the terms 'new materialism' and their associated theorists; the principal departures from mainstream social theory that the approaches establish; and the key concepts that have emerged from new materialist theorising. It will then introduce the three papers to be presented.

Posthumanism and the Ethics and Politics of Early Years Teacher Identity

Fairchild, N.

(University of Chichester)

Engaging with posthuman theory, this paper puts to work several concepts to explore and produce generative re-imaginings of Early Years Teacher professional identity. Previous theorisations have focussed on the socially and discursively constructed, performative professional. These notions emphasise human agency and ways of knowing which both (re)inscribe the identity and psyche of Early Years Teachers whilst acknowledging the fluid, shifting, contextual basis of identity.

However, working with posthumanism affords new views of 'bodies' which include both human and non-human worlds. Here the assemblage cuts across relational (machinic) connections of bodies while desire and affect explore bodily productions and the capabilities and capacities which are enacted. Desiring machines and affect provide new insights into how subjectivity can be re-cast as more-than-human where the processual enactment of professional identity and becoming connects with wider non-human bodies such as material, children, spaces, policy and classroom resources. Drawing on empirical data (Fairchild, 2017) and the work of Deleuze and Guattari (1987) I entwine the concepts of desiring machines and affect to weave productions from an online child development recording tool (Tapestry) and its entanglements with both Early Years Teacher becoming-professional and the workings of the classroom. By taking a more-than-human view of relations between human and non-human bodies as a distributed subjectivity I re-work the notion of human agency. This production questions how posthumanism and the ethics and politics of identity might function in this new form of Early Years Teacher more-than-human relationality.

Desire and Lines of Flight in Disabled Children's Free Play

Beckett, A.

(University of Leeds)

In this paper I apply Deleuze's perspective on desire as a positive affective force to develop an 'ontology of play' that challenges dominant perspectives and therapeutic regimens using play as a vehicle for disabled children's 'normalisation'. Disabled children's consequent exclusion or marginalisation from free play limits their ability to harness play as a productive force.

The International Play Association has recognised that adults' imposition of activities on children is a major barrier to free play: that is, play that has no extrinsic goals and which children engage in voluntarily, enjoy and control.

This is particularly problematic for disabled children, because conventional psycho-educational perspectives on disabled children's play emphasise a connection between play and child development. I shall argue that a preoccupation with 'play-as-progress' (see Sutton Smith, 1997) has led to the 'adulteration' of disabled children's play, such that it has increasingly become part of a therapeutic regimen that strives for their 'normalisation'. Deleuze (1988) argued that play has the capacity to produce 'joyful passions'. It is hence a way in which children harness their capacities to affect. Following Lister (2013: 131), I conceptualise play as 'a time/space in which ever-present virtualities are actualised, producing moments in which children are becoming-different; that is, following their own desires rather than following adult-determined pathways'. This approach suggests a methodology for researching disabled children's play, opening up avenues for their play to become a 'line of flight' from the constraints of dominant normalising models.

The Materiality of Memory: Affects, Remembering and Food Decisions

Fox, N., Alldred, P.

(University of Sheffield)

Sociology has conventionally focused predominantly upon 'collective memories' and their impact on social continuity and change, considering individual memories merely as an empirical data resource in research on experiences and identity construction or maintenance. This paper suggests, however, that sociology has overlooked the part individual memories play in social production. It applies a post-anthropocentric, new materialist ontology, which focuses upon how a range of materialities all possess capacities to materially affect and be affected. In this ontology, alongside bodies, things, and social formations, abstractions such as ideas, beliefs, imagination and memories must be acknowledged as capable of having material consequences.

To explore this materialist ontology of memories, data from in-depth interviews in a study of adults' food decision-making and practices are reported. Personal memories deriving from earlier events affect current food practices, and these contribute to the materiality of people's consumption of food stuffs, and to both overweight/obesity and to efforts to lose weight. This reveals how vital a part personal memory can play in producing the present and hence the future: a critical insight for materialist ontologies that reject notions of structure, system or underlying mechanism. The paper concludes by reflecting on the wider importance of personal memory for sociological inquiry and memory studies.

Tuesday 10 April 2018, 15:30 - 17:00

Social Divisions / Social Identities

ROOM 001

Sexuality and Citizenship

Richardson, D.

(Newcastle University)

Over the last two and a half decades the literature on the interrelations between sexuality and citizenship has rapidly expanded to become an important area of study across a number of disciplines, including sociology. Associated with this, sexual citizenship has become a key concept in the social sciences. It describes the rights and responsibilities of citizens in sexual and intimate life, including debates over equal marriage and women's human rights, as well as shaping thinking about citizenship more generally. Sexualities is also, increasingly, a discourse of human rights with growing global concerns for 'sexual orientation' and 'gender identity' (SOGI) issues. This body of work extends beyond sexuality and citizenship studies and connects to a wide range of issues central to sociological enquiry including: understandings of identity and community; equality; neoliberalism and governmentality; individualization; nationalisms; and processes of globalization. Yet, while sexual citizenship is a term that is used by more and more people in a plurality of contexts, it is increasingly voiced uncritically. What does it mean in a continually changing political landscape of gender and sexuality? It is time for a critical rethink that encompasses a de-centering of a 'western-centric' focus, and considers the implications for future conceptual and empirical development, as well as for political activism. This panel discussion will showcase current cutting edge work on sexuality and citizenship across different contexts and sites. Panel members will briefly present their work and then open up discussion on how we might begin to reconceptualise sexual citizenship.

Sexual Citizenship, National Belonging and Family in the Lives of Gay Men in the People's Republic of China

Cummings, J.
(Newcastle University)

For notions of sexual citizenship to be extended beyond Anglophone contexts they must be open to alternative regimes of sexuality and diverse sets of power relations that constitute the socio-cultural and political specificities of non-Western sites. In regard to non-heterosexual identities and practices, the Chinese Communist Party maintains a policy of 'Three Nos': no support, no encouragement, no opposition. For gay men, this ambiguous stance means that, in contrast to many Western contexts, the State is rarely figured as the arbitrator of sexual possibilities. Rather, the family is understood as the primary site at which sexual lives are curtailed. Simultaneously, 'traditional family values' are seen as a central facet of national cultural identity. Sexual citizenship is therefore articulated as cultural citizenship in which the micro-politics of family relations are embroiled in the macro-politics of national belonging and vice-versa. This paper explores the ways in which the nation and the family are recognised by gay men in the PRC as mutually pervading heteronormative institutions, belonging to which is premised on marriage and reproduction. While discourses of community offer alternative forms of social belonging, for many gay men the desire to observe filial piety and carry on the family line is of greater concern than their social ties to other gay men. These issues are confounded by the material realities of life in the PRC where support from both parents and children remain prerequisites for sustainable living, suggesting the continued indirect regulation of sexual lives by the State through minimal welfare provision.

Sexual Citizenship, Transgender and the Problematics of Inclusion

Hines, S.
(University of Leeds)

Alongside non-hetero sexual and intimate practices, sexual citizenship scholarship has begun to turn its attention to gender diversity. This is echoed outside of the academy where, for example, the 'T' for transgender is included alongside lesbian, gay and bisexual in the acronym LGBT. Trans rights are thus positioned alongside those of sexual minority groups in social movement claims for inclusion as well as within conceptual considerations of processes and practices of inequality. This paper seeks to open up discussion on the merits of this move both theoretically and politically. Whilst, politically, trans organisations often push for the inclusion of 'T' for important strategic purposes, the paper asks what happens to the particularities of the experiences and practices of gender diversity through this process of homogenisation. Informed by travelling theory, the paper raises questions of (un)translatability and considers these implications for identity projects. In conclusion, the paper proposes a politics of difference in order to foreground the merits of particularity.

Sociology of Education

ROOM 223B

Political Identities and Generational Solidarities: Students and Graduates Negotiating Contemporary Crises

Finn, K., Abrahams, J., Bentley, L., Formby, A., Ingram, N., Papafilippou, V.
(Lancaster University)

This symposium takes the issue of young people's political participation and representation to explore the ways in which political identities and generational solidarities are constructed, challenged and articulated through student and graduate experiences of Higher Education (HE). Over the past few years students and young people have been at the centre of debates about political change. From the decision to reduce the voting age from 18 to 16 in the Scottish Independence Referendum in 2014, to talk of a 'youthquake' in the UK general Election 2017, a strong focus on youthful civic participation has emerged, constructing a narrative both in the UK and the USA about generational divides and antagonisms, in which the intersections of 'age' and 'education' have emerged as significant. In this symposium we show how the socio-political landscape has engendered particular constructions of (youthful) student identities which are simultaneously framed by narratives of passive consumerism, economic precarity, elitism and political naivety. These contradictory positions and apparent solidarities will be explored in this symposium through four different but connected papers, drawing on media discourses and empirical research with students and graduates in the UK and Europe. The aim is to generate important debate about the broad narratives which frame discussions of students' political voices, graduates' political concerns, and their political awakenings, in light of the social and policy crises in which frame their transitions to adulthood.

Snowflakes and Smashed Avocado: Representations of Students in Times of Political Crisis and Change

Finn, K.
(Lancaster University)

Young adults have found themselves at the centre of political debate over the past two years, especially highly educated 'millennials' who have become emblematic of individualisation and neoliberal marketisation on the one hand, and precarity and uncertainty on the other. These two positions are often made manifest in discussions of Higher Education, which is used as a mechanism through which to represent students in particular ways. On the one hand, they appear as politically sensitive 'snowflakes' seeking the censorship of free speech on campus. Yet on the other, millennial

students are depicted as naïve idealists, easily ‘bribed’ by the Labour Party’s promise of free university tuition and splitting the opposition to a Trump win by voting for a third-party candidate in the 2016 USA presidential race. Thus, higher education is made to do significant work in positioning young people in political debates and in making some identities and solidarities (un)available to university students. This paper draws on international examples to draw out the complexities and contradictories of different discourses of the Higher Education Generation.

‘There’s a Lot of us, if we Wanted to Make a Difference we Could’: Undergraduate Students’ Understandings of Themselves as ‘Political Actors’ in England and Ireland

Abrahams, J., Brooks, R.

(University of Surrey)

Whilst higher education (HE) students have historically been conceptualised as important ‘political actors’, arguably the extent to which they are able to have a voice in society is likely to differ in particular contexts and countries. In this paper we explore this issue through the use of data collected as part of a five year European Research Council (ERC) funded project, Eurostudents, which explores how HE students in six countries in Europe are conceptualised by a range of social actors. Here, we draw upon data from focus groups with HE students in England and Ireland, alongside analysis of policy documents in each country, to consider the extent to which students are constructed (and feel) like important political actors. Findings suggest that, contrary to perceptions that English and Irish students are largely similar, Irish students appeared more empowered than English students in relation to perceptions of themselves as influencing policy. Narratives present in the policy documents mirror these findings, with students in Ireland located as key political actors to a greater extent than in the English documents.

Civic Participation Among UK University Graduates: Exploring the Influences of Class, Gender and Type of Employment

Ingram, N., Bentley, L., Papafilippou, P.

(Lancaster University)

The ways in which young people in the UK participate in civic life is an important matter of concern, particularly in the context of the current political climate of austerity and instability and the, as yet, unknown terrain of post-Brexit Britain. It has argued that younger generations have become substantially less involved in social and political life; however, the claim of a generational ‘decline’ in civic engagement has been repeatedly contested and during the UK General Election in 2017 the civic participation of young people came into sharp focus, as the media attributed a surge in Labour votes to a ‘Youthquake’. Shifts in voting patterns are interesting because they indicate not only the increasing significance of youth civic participation but they also suggest that class and gender and educational level are impacting on political change. This paper examines the classed and gendered repertoires of participation and political preferences of UK university graduates, drawing data from the Paired Peers research project, a longitudinal, qualitative study of a cohort of graduates (n=55) who attended Bristol’s two universities. Drawing on Hustinx et al’s (2013) concept of the ‘civic omnivore’ we explore how these young people, as individuals and/or as part of collective action, negotiate with ‘traditional’ and ‘non-traditional’ routes of political discourse and action, expanding their civic repertoire by combining conventional and new forms in complex ways, including through social media. Overall, we show the complexities of civic (non)participation for graduate millennials of different class and gender backgrounds and consider their political awakenings in light of a social and policy context in which their transitions to adulthood have been mostly fraught with unexpected struggle.

Framing the ‘Graduate Transition’ in Times of Austerity and Political Upheaval

Formby, A.

(University of Leeds)

This paper examines how political developments are framed in regards to extended graduate transitions into the labour market. It will draw on several qualitative interviews with graduates to explore perceptions of ‘career identity’, adulthood and new configurations in forms of social structure. The concept of the ‘graduate transition’ represents a pivotal point to examine these divergent political concerns and arguments as it junctures with biographies tilting towards the expectations of young adulthood. Indeed, on leaving higher education, graduates are at a point in their youth biographies where they are negotiating a range of concerns that are shared by other groups of young people – and therefore may be well placed to explain how and why an alignment towards progressive politics is taking place. These include debt accrued from higher education, ‘precarity’ in the labour market, welfare stigma, and a lack of access to the owner-occupied housing market (which may be exacerbated by compromised independence when returning to the family home). Therefore, this paper will attempt to deepen knowledge on how graduates frame aspects of ‘post-crisis’ transition in an ever shifting, wider political context that has persistently ignored the precarity of young people’s positions.

Honouring the Legacy of Zygmunt Bauman

Dawson, M.

(University of Glasgow)

Zygmunt Bauman, who died on 12th January 2017, left a legacy as one of the greatest sociologists of the late 20th/early 21st Century ranging across a variety of research interests. In this session, three Bauman scholars will present papers highlighting particular areas of Bauman's work worthy of honouring. There will be reflections on Bauman's historical context and the way his work can continue to speak to our current situation.

Zygmunt Bauman, 'Post-Truth' and the Role of the Liquid Modern Intellectual

Davis, M.

(University of Leeds)

Amidst evermore fantastic claims of 'fake news' and 'post-truth' politics, and at a time when the world has apparently 'had enough of experts', the status of evidence and the role of the intellectual have been called increasingly into question. With information seemingly freely available everywhere in our hyper-connected and hyper-accelerated age, does this liquid modern world really need intellectuals? And if so, do to what? In joining this panel to remember Professor Bauman and to reflect upon the contemporary relevance of his sociological legacy, this paper revisits his writings on intellectuals, education and ethics to argue that there is a vital role for intellectuals to play in resisting simplified narratives of 'us and them', 'right or wrong', and in keeping messy and uncomfortable polyvocal conversations going in the face of a fundamentalist urge on all sides of the political spectrum to eliminate alternative standpoints from public discourse. After all, as Bauman remarked: "Real dialogue isn't about talking to people who believe the same things as you."

The War Against Forgetfulness: Lessons from Bauman's Writings on East European Jewry

Dawson, M.

(University of Glasgow)

This paper returns to a set of articles by Bauman, published from 1988-96, which reflected on the history and future of East European Jewry. Separate from his writings on the Holocaust published during this period I will suggest these text have important implications for how we remember and honour Bauman and his work. In particular, they encourage us to place Bauman in a particular historical and social context in which, rather than being a product of 'the West', he speaks from a very particular position as a exile to the West and thus part of a group who, in his own words, 'burdened the Word with all their unfulfilled hopes, promises received but not kept, and first and foremost with their dreams of a world of moral purity'. While there is a danger in ascribing a theorist's work to personal circumstances, as has already been discussed with relation to Bauman, this paper will claim that this element of Bauman's work makes some contemporary critiques of his work hard to sustain.

Adiaphorization and Austerity: From Garden State to Social Murder? Bauman's Legacy in the Era of Grenfell

Wood, S.

(University of Portsmouth)

This paper will evaluate austerity politics and the Grenfell Tower fire within the context of Zygmunt Bauman's writings on poverty, society, and morality. Bauman's continued theoretical and social relevance will be argued, and his major works, *Modernity and the Holocaust* (1989) and *Work, Consumerism and the New Poor* (1998) will provide a framework to interrogate the contemporary social and political production of indifference, and the human suffering that can be tolerated in an era where adiaphorization has become state policy in many polities across the globe.

Bauman's observation that indifference and psychological distance could be produced socially, and used to override the compassion thought naturally to occur when human beings are proximate to one another, led to a radical reinterpretation of the Holocaust and its implementation. I will seek to demonstrate that Bauman's critique of the characterisation of human beings as 'flawed consumers' and 'superfluous waste', when viewed from the point of view of global capitalism and the market place, becomes more relevant and urgent in the contemporary period.

Media demonization of poverty and benefits-dependence, the criminalisation of homelessness, and the housing crisis will be considered as factors proving that the 'garden state' mentality of solid modernity permeates our liquid modern life; where social 'weeds' are contained and eliminated through state policies and public indifference. The tragedy of Grenfell will be evaluated as a consequence of the very glocalization, marginalisation, and disparities of wealth and opportunity, which Bauman identified as potentially lethal trends in liquid modern society.

Wednesday 11 April 2018, 11:00 – 12:30

Cities, Mobilities, Place and Space

ROOM 002

Ageing in Place: Community, Belonging and Social Isolation

Lewis, C.

(University of Manchester)

'Ageing in place' is a popular term in social policy, referring to an approach which helps older people to remain in their own homes for as long as possible. Although largely driven by concerns over the cost of residential and nursing home care, this policy has been reinforced by academic research concerning the preferences of older people themselves. The case for ageing in place has been further strengthened through what is viewed as its capacity to assist independence and help older people retain connections with friends and family in their community. However, the benefits of this type of approach have yet to be systematically explored, with few studies focusing on its meaning for older people and insufficient connection between research and policy. Moreover, whilst environmental aspects of ageing in place have been the subject of detailed study and the way in which feelings, experiences, and attachments to neighbourhoods change over time - has received much less attention in ageing research. This paper discusses two research projects focusing on Manchester, which both explore the experience of ageing in contrasting urban neighbourhoods. The first, an ESRC funded secondary data analysis of longitudinal qualitative data examines how personal and family relationships develop and change over time. The second, analyses the Big Lottery's Ambition for Ageing programme which aims to fight social isolation among older people across communities in Manchester. This paper discusses the themes of identity, community and social solidarity in relation to ageing research.

'Elected' or 'Excluded'? Experiences of Gentrification in Later Life

Buffel, T., Phillipson, C.

(University of Manchester)

This paper examines conceptual and empirical aspects of different forms of attachment in later life, with a focus on older people's experiences of community change in an urban neighbourhood. Findings are reported from a participatory action research in a gentrifying neighbourhood in Manchester, UK. The research formed part of a project which involved and trained older people to become co-researchers to lead a study aimed at developing 'age-friendly' neighbourhoods. Eighteen co-researchers took a leading role in developing, delivering and disseminating the results of the study. The co-researchers assisted with 11 focus groups (n=79) and conducted 30 in-depth interviews with a heterogeneous group of older residents about their experiences of the neighbourhood. The interviews were carried out in the context of environments that had been undergoing population change arising from gentrification, with the influx of younger, wealthier professionals into the neighbourhood. The paper examines the relationship between the former – described as an 'elected' group – and older people as a group experiencing aspects of 'exclusion'. The paper focuses upon both the daily challenges and exclusionary pressures facing older people, as well as the way they were active in creating a sense of home and belonging in an urban neighbourhood undergoing social change. Four themes emerged as key dimensions of the experience of ageing in a gentrifying neighbourhood: 'community change'; 'transformation of the physical environment'; 'feelings of insecurity and unsafety'; and 'community resilience and strategies of control'. The paper concludes by discussing conceptual and policy issues raised by the research.

Belonging to Place as Anchored in Time

May, V.

(University of Manchester)

In this paper, I discuss research I have conducted on belonging and ageing, namely a study on Mass Observation Project accounts of belonging and a study of place belonging among people aged over 50. In this work, belonging has emerged not as a single unitary 'thing' but as a complex intersecting of people, place, time and cultural context. Furthermore, I argue that belonging is a fundamentally temporal experience that is anchored not only in place but also in time, yet this dimension of belonging is something that we as social scientists understand less well. This paper explores the ways in which time – past, present and future – can act as a source of belonging and argues that the temporal location of belonging has consequences for how time is experienced and how memory is utilized in creating a sense of belonging. Furthermore, I discuss the notion of temporal movement as an important layer in understanding belonging in the context of ageing and argue that it is vitally important, when exploring place belonging among older people, to consider the various ways in which their experiences of time and temporality intertwine with their experiences of place.

Families and Relationships

ROOM 402

Researching Everyday Childhoods in a Digital Age

Berriman, L.

(University of Sussex)

How do we know about children's lives in a digitally saturated world? How is the way we research and document childhood's everyday lives transformed by, and mediated through, technology? These questions form the central concern of this symposium, which pulls together reflections and findings from a recent qualitative longitudinal study of children's everyday lives in a digital age (<http://blogs.sussex.ac.uk/everydaychildhoods>). A central aim of the study was to explore the period of transition between 7 and 14 years, during which children's relationships with technology undergo significant transformation. Our longitudinal design sought to capture how new digital spaces and possibilities entered children's lives, whilst also reflecting on how our own methods were mediated, attuned or disrupted by the presence of different technologies. In this symposium, each of the contributors focuses on an aspect of children's everyday lives that featured prominently during the study. The papers combine reflections on how understanding of children's everyday lives is mediated by the presence of digital media, as well reflecting on the methodological and ethical challenges that emerge whilst researching children lives in polymedia environments (Madianou and Miller 2012). The symposium also invites the reflections of respondent, Prof Susie Scott, who will frame the study in wider issues of researching the everyday.

Tracing Children's Lives Across Screens: The Limits of Digital Ethnography?

Berriman, L., Thomson, R., Bragg, S.
(University of Sussex)

Debates about the effectiveness of ethnography as a methodology for tracing digital lives have been ongoing since the birth of the internet (Hine 2015; Horst & Miller 2013) – particularly how ethnographies travel between mediated and face-to-face modes of interaction. For the Everyday Childhoods study, this posed an ongoing concern as we attempted to ethnographically trace how children's digital lives are situated in everyday routines and activities. During our 'day in a life' observations, we regularly came up against the ethnographic challenges of observing children's activities or interactions as they moved on (and off) screens. In some instances, observing a child's screen activities could offer opportunities to add new layers of understanding to our overall picture of their everyday lives. However, on many other occasions screens could act as a point of interference in observations, with researchers 'screened' out and children's digital activities and interactions made unobservable. For some of the older children, observations could also give rise to awkward moments of navigating real-time disclosure of screen activities with a researcher. Drawing on a series of vignettes from the study, this paper considers the various ways that screens were encountered and navigated in our ethnographic 'day in a life' observations with children. More broadly, the paper will consider how screens can challenge and subvert the ethnographic process and place limits on what is observable and know-able about children's everyday lives.

Watching the Watched: Technology, Protection and Care in a Day-in-the-Life of Jasmine

Thomson, R.
(University of Sussex)

In 'Strange dislocations: childhood and the idea of human interiority' Carolyn Steadman explores the figure of 'the watched child', capturing her fascination for an emergent class of intellectuals and experts in the 19c, coinciding with a new kind of subjectivity and 'human insideness'. As we move deeper into a digitally saturated culture, the figure of the watched child continues to hold fascination and incite boundary making/breaking. In this paper we draw from an ESRC funded study into the micro-temporalities of young people's lives. In a tradition of case study research we focus on Jasmine, a young woman and new mother, living in foster care and attending a Pupil Referral Unit. As a 'vulnerable' young person in the care of the state, Jasmine and her child are subject to surveillance and their social media practices are circumscribed as part of 'child protection'. By following Jasmine on an ordinary day and documenting the mundane practices of her and those around her we develop an account of the dense relationship between practices of public display/recognition and practices of intimacy/care. We suggest that the collapse of context brought about by digital culture creates potential for new kinds of 'publics' and 'privates' at odds with traditional understandings of professionalism and protection. Researchers are also implicated in 'watching the watched', drawn into modes of governance, and perhaps, new modes of subjectivity.

Ugly Feelings in the Classroom: Making Sense of Affects and Technologies in Contemporary Schooling

Bragg, S., Thomson, R.
(University of Brighton)

Gibbon (2015) argues that focusing on 'the digital' defined as the device, the screen, the platform or medium, reveals the narrowness of our understandings of 'technology': the body of the child is already inscribed and invaded through other, softer, behavioural technologies and biopowers such as the behaviour chart. The Researching Everyday Childhoods researchers undertaking 'day in the life' studies in which they followed a young person from home to school and back again, documented the ubiquity of such 'other' technologies in school. They also commented on how 'tiring' and draining their experience of school proved to be. This paper attempts to account for these experiences as both a methodological issue of how (far) one mobilises researcher subjectivity, and a substantive one. Sianne Ngai's work (2007) encourages us to see emotions as 'interpretations of predicaments' and her argument that 'ugly feelings' such as anxiety index 'obstructed or suspended agency' resonates in relation to our affects of tedium, anxiety, exhaustion, stress. Boredom, for instance, might be generated by the very behavioural 'fixes' used to manage and reduce 'risk' in schooling. Classroom management techniques may appeal because they deliver to teachers the sense of agency that is undermined by centralized curricula and policy edicts. By foregrounding the affects of contemporary schooling we

draw attention to some disturbing directions of travel for actual classroom practices. In the process, we aim to encourage a broader view of what might be meant by 'technologies' and 'the digital' in school.

Frontiers Room 410

Launch of the SOA curriculum in Applied Sociology

*Fox, N., Regan, M.
(University of Sheffield)*

This event will launch an undergraduate curriculum in applied sociology by the BSA Sociologists outside Academia (SoA) special interest group. It concludes a nine-month project to establish the aims, objectives and indicative content of a third-year option that can be used as part of university undergraduate sociology degrees. The project emerged from an SoA workshop in 2016 that looked at the prospects for applied or practical sociological work in the UK. The curriculum will be made freely available to UK universities to adopt and adapt as they wish.

We shall report back from a specially-convened group that began work on the curriculum in July 2017. The working group comprises ten sociologists from across the UK, including applied sociologists, academics and two current sociology students. The group has defined applied sociology as 'solution-focused sociology, analysing and intervening to address, resolve or improve everyday real-world situations, problems and interactions practically and creatively'.

The applied sociology curriculum incorporates four strands. These are:

- The professional skills (e.g. social research methods) and generic or personal skills needed to work as an applied sociological practitioner.
- The sociological knowledge and theoretical approaches that can be used to address practical problems in workplaces and other settings.
- Issues concerning employment, career development and ethics of applied sociology work.
- A practical component enabling students to explore the opportunities and pitfalls of applying social knowledge and theories in practical settings.

Sociology of Education Room 223B

Higher Education and Social Inequalities: University Admissions, Experiences and Outcomes

*Waller, R., Boliver, V., Mountford, V., Cheeseman, M., James, D.
(University of West of England, Bristol)*

A university education has long been seen as the gateway to upward social mobility for individuals from lower socio-economic backgrounds, and a way of reproducing social advantage for the advantaged. With numbers of young people from the UK's highest socio-economic groups entering university effectively at saturation point for several decades since the post-Robbins Report growth of HE from the late 1960s. As a consequence the expansion in participation rates from some 15% in the mid-1980s to around three times that currently has been achieved by broadening the social base of the undergraduate population in terms of both social class and ethnic diversity.

However, a growing body of evidence exists of the continuation of unequal graduate outcomes in terms of employment trajectories in the UK (e.g. Milburn Commission, 2014). Internationally the OECD's Education at a Glance report recently demonstrated how wider access to HE and social mobility are not the same thing, with the UK leading most OECD counterparts in terms of university participation rates, but still painfully lagging behind in terms of graduate career outcomes.

The issue of just who enjoys access to which university, and the experiences and outcomes of graduates from different institutions remain central to questions of social justice, notably HE's contribution to social mobility and to the reproduction of social inequality. This symposium features presentations from three contributors to the new BSA Routledge book on HE and social inequalities, and considers inequality in entering, passing through and transitioning from university.

Getting on... Classed Experiences of University and Performing the 'Student Look'

*Mountford, V.
(Newcastle University)*

The ways and means that students form social bonds across difference and similarity are significant to their experiences of higher education and arguably, their propensity to capitalise on such experiences beyond graduation. Everyday experiences of students in higher education involve ongoing negotiations of identity; affected by relations to others in

social and physical space, which arguably present more of an adjustment for some more than others to 'get it right' and inspire a sense of insider/outsider status. Whilst providing commentary on the identity work and complexity of student identities, the data examined in this paper focuses chiefly on a particular 'student look' (involving the use of key brands) assemblage to perform 'student'; and raises interesting issues of authenticity and identity. The distinctions students make and the visual cues that signify similarity and difference arguably have profound impact on notions of belonging and successfully navigating the field of higher education and beyond. Such distinctions operate within a climate of increased competition for scarce resources, thus emphasising the ways in which struggles for legitimacy and value take shape in higher education in addition to problematising notions of 'inclusion' and 'participation' as neutral, universalising concepts.

How to Win at Being a Student

Cheeseman, M.

(University of Derby)

Drawing on a long term ethnographic investigation at the University of Sheffield, this paper discusses student experiences beyond their intersections with the institution. It emphasises the centrality of friendship to mobile student life and explores its enaction between accommodation and the night-time economy. The role of allocation (who lives in which rooms) is highlighted in relation to the formation of student 'families' (the people students live with) and contrasted with acquaintances (the people they know from elsewhere). The paper comments on the entrenchment of the market in the social processes of friendship via both the monetisation of accommodation and the night-time economy. It specifically examines the subsumption of individuality to the student families which is necessitated by performing in the night-time and describes this as, for many students, the defining experience of mobile student life. There is a consideration on local factors (at the University of Sheffield, the Students' Union dominates the student night-time economy) and a discussion of those groups which are excluded (or exclude themselves) from a 'mainstream', 'typical' student experience. The paper concludes with a discussion of students attending the 'other' university in Sheffield, Sheffield Hallam University, and illustrates some of its themes through an examination of student chanting (eg. 'Your dad works for my dad, La la, la la,'). These illustrate some of the divisive and integrative forces mobilised by the performance of friendship in the night-time economy.

Social Class, Participation and the Marketised University

James, D.

(Cardiff University)

This final contribution will discuss key themes and issues raised by the contributions to this symposium and in the edited collection itself.

Whilst they are all focused in one way or another on social inequalities in higher education admissions, experiences and outcomes, the presentations in this symposium and the chapters in the book cover a great deal of ground. The book's loose arrangement in three parts ('getting in', 'getting on' and 'getting out') works well, and gives the collection has a clearly defined focus. Its various contributions add up to compelling evidence that class remains a fundamental and constitutive feature of what it means to become a student, to be a student and then to be a graduate. In this final contribution to the symposium, I avoid the strong temptation to summarise and celebrate each contribution or segment of the book, worthy though they are of that. Instead, I offer some reflections directly triggered by reading all of the book's chapters together.

Wednesday 11 April 2018, 13:30 – 15:00

**Frontiers
ROOM 410**

Recognising Injustice Across Cultures

McAreavey, R.

(Newcastle University)

Injustices are contextually understood in that local expectations inform how we believe we should be treated, and also other aspects of identity such as religion, gender, sexuality may determine how injustices are perceived and experienced. Perceptions of injustice and interactions with other cultures evolve over time. Instances of the local are critical if we are to fully understand injustices. Discourses of rights, entitlements, agendas, power and morality come to the fore as we consider injustices within families, communities and society. In this interactive Frontiers session we challenge Western framings by considering how social processes in different places produce different notions of injustice which are tied to the lived experiences, histories and imaginations of the people living in those places.

The session includes brief viewpoints; audience engagement; and longer papers to explore three questions:

1. How do we recognise injustice across disparate cultural contexts?
2. What are peoples lived experiences of injustices?

3. How does Sociology advance knowledge of the specificity of injustices?

The running order:

1. Introduction and overview – Prof Wessels
2. Brief panel presentations (4 x 6 mins) to illuminate how injustices are viewed from the local (Newcastle) to the global.
3. A short break when the audience will respond through a Post-it bulletin board.
4. Postgraduate researcher papers drawing on national and international research projects. (3 x 20 mins).
5. Final discussion.

All participants will be invited to Tweet.

From the Local to theGglobal: Framing Injustices in an Everyday World

Knox, R., Knox, R., Balderson, U., Keogh, A., Riley, B., Alderson, M.
(University of Sheffield)

This practitioner panel will consider injustices from the perspectives of different peoples and contexts globally. These practitioners are active in the city of Newcastle and beyond (including Riverside Community Health/Migration Project, Amnesty International) and they will consider the temporality and specificity of injustices. Social movements, digital technologies and citizen engagement all influence perceptions of injustices and consequential social responses. Our practitioner panel has first-hand experiences of advocating for individuals, families and communities, often involving vulnerable social groups including migrants, refugees and precarious workers. Following the panel discussion, we will invite audience responses via a Post-it bulletin board. This part of the Special Event will be followed by postgraduate papers, all of which will inform a research agenda on new ways of sociologically identifying and understanding locally felt injustices across the globe.

The Concept of Injustice Among Iranian Women's Rights Activists

Asadi Zeidabadi, P.
(Newcastle University)

This paper is based on a larger study which is about the conceptions of democracy in secular and religious women's rights activists in Iran. Here injustice is understood differently among secular and religious women rights activists according to laws such as the right of women to divorce. According to Article 133 in the Iranian Constitution, a man can divorce his wife whenever they wish, but women may only divorce under certain conditions. Iranian women activists take a different position basing their argument on divorced women within a patriarchal structure. These women argue that Iranian society is different from western societies, where if women get divorced they are not criticised and are accepted and supported by society either financially, legally or culturally. Importantly, the issue of morality for conservative religious women plays an important role for not considering this law as injustice. Moreover, while secular and most of reformist women rights activists believe that the testimony for women should be equivalent with men, the majority of conservative women and few reformists' participants disagree with defending the equal rights between men and women in terms of testimony. The latter group do not perceive this law as injustice, and they justify their opinions with different rationalizations. From these women's point of views there are gender differences, either socially or physically among men and women, therefore, they believe that women should not have the same rights as men.

Qishi: Situating 'Discrimination' in the Lives of Gay Men in Hainan, People's Republic of China

Cummings, J.
(Newcastle University)

Despite pervasive pressures to marry and have children and fears that exposure of their desires for men to their families, friends or colleagues would result in the loss of social and financial support networks, gay men in Hainan rarely perceive these issues as experiences of discrimination (qishi), much less homophobia (kongtong). Rather, these issues and experiences can be seen as playing out in complex dialogue with the production of gay men's sexual subjectivities and discourses of sexual identity. In this sense, the self as the subject of discrimination and 'being gay' or 'homosexual' (tongxinglian) as its provocation are fluid and emergent concepts; the ontological ground upon which discrimination may be perceived as such is unstable and inseparable from the experience of discrimination itself. At the same time, transnational discourses of rights and activism have introduced notions of 'discrimination' and 'homophobia' to the conceptual vocabularies of gay men in Hainan enabling both claims to the universality of gay experience and identity as well as the construction of nationally inflected narratives of 'discrimination with Chinese characteristics'. This paper will explore the ways in which gay men in Hainan narrate 'discrimination/qishi', asking how sexual identities circulate within and shape these narratives and their implications for the articulation of subjectivity and agency, while suggesting that the perception of discrimination can be understood as an assemblage of local and embodied experiences, national narratives, and universal modes of being and belonging.

Creation of Solidarity Networks and the Politics of Naming & Membership Among the Hijras

Mukherjee, A.
(Newcastle University)

My research focuses on hijras - a spirited subculture of performers encompassing transgender women, cross-dressers, and eunuchs (Pattnaik, 2014). There are an estimated 500,000 hijras in India, whose deprivation has been shown to rank among the very worst of India's disadvantaged groups. Using 30 in-depth interviews, I will examine hijras' strategies of stigma management and community-building.

At the outbreak of HIV, hijras and other MSM communities mobilized strongly to fight the stigma associated with their identities and demanded a shift in policy focus from their subjugation and silencing to the prevention of the epidemic. This, in turn, led to the establishment of hundreds of community-based organisation (CBOs) throughout the country. Through these CBOs hijras came in contact with the ideas of modernisation and independent-living and the hierarchised, regimented and ghettoised hijra gharanas (houses) began to lose their grip over members. Owing to modern advancements such as the CBO-isation of social welfare and public health in the past two decades and the legal recognition of the "third gender" in April 2015, thousands of hijras have come about speaking the language of human-rights, equality and articulating their identities in western terms.

This research examines in detail what I propose to be the principal source of hijras' growing social support and emergent political activism: their CBOs. Two foci are of particular interest: (1) CBOs' responses to their members' discrimination and marginalisation, and (2) the sources of CBOs' growth and increased political influence, fundraising, media strategies, and politics of naming, categorisation and recognition.

Methodological Innovations

Room 214

Getting Governance to Engage With Complexity

Byrne, D., Barbrook-Johnson, P., Byrne, D., Gilbert, N., Hills, D., Stoltz, L., Varga, L.
(Durham University)

This session will be based on a set of papers produced by participants in the Centre for Engaging Complexity Across the Nexus – CECAN. What is the Nexus? –'In the past five years, there has been a surge of interest in the idea of the 'nexus', as a way of thinking about the interdependencies, tensions and trade-offs between food, water and energy security, in the wider context of environmental change. It is widely understood that these different systems are inextricably linked. Efforts to improve sustainability in one domain without considering wider connections often prove inadequate. More integrated approaches are required, which move beyond sectoral, policy and disciplinary silos. CECAN is pioneering, testing and promoting innovative policy evaluation approaches and methods across Nexus domains such as food, energy, water and the environment, through a series of 'real-life' case study projects with co-funders (ESRC, NERC, DEFRA, BEIS, FSA and EA). Inherent to the whole approach is the idea that we are dealing with interventions in complex systems which in governance terms are characterized by 'wicked issues' – issues which do not respond to simple interventions and where such interventions can often make things worse!

In this session there will be a presentation of what CECAN does coupled with an account of the innovative methods and methodological frameworks which are deployed in the programme's work. We will also address the implications of a programme like CECAN for the relationships between social science and governance, widely defined.

Wicked Issues - The Way Into Governance

Byrne, D.
(Durham University)

he term wicked issues / wicked problems was systematized in Rittel and Horst's paper of 1973 and has been widely deployed across both academic discussion and in reflections by senior policy makers and others working in governance broadly defined. There is considerable overlap between the framings attached to wicked problems and the general character of the complexity frame of reference and the word 'complex' almost invariably appears in discussion and reflection on the 'wicked'. However, despite a recognition that human agency is a key factor in making issues 'wicked' and some recognition of the reality of conflicting real interests at play in the social domains of the wicked, there has been minimal effort to relate the 'neutral' and 'practice centred' use of the concept to the ideological character of politics and the way in which underlying policy there are fundamental issues of conflict. The discourse of wicked issues has let complexity thinking into governance but done so in a characteristically apolitical fashion in which neutral administrators are understood as working for the general good. This paper will show how the 'wicked issues' discourse has opened up the 'civil service style of governance' to the implications of the complexity frame of reference and will attempt to specify how attention to the real politics of conflict might be part of the social science reflection on this.

Evaluating Complexity

Gilbert, N.
(University of Surrey)

CECAN (the Centre for the Evaluation of Complexity Across the Nexus) is developing, testing and promoting methods for the evaluation of complex Nexus-related public policy. In this talk, we will review what we mean by 'complex' and by 'Nexus', and then explain why there are particular methodological and process challenges for evaluating complex

public policies. The context for this is the Government's guidance on evaluation, the Magenta Book, which is currently undergoing revision, partly to make it more complexity sensitive.

CECAN is enhancing methods such as a qualitative comparative analysis (QCA), agent-based modelling (ABM) and a range of network based methods to make them more relevant to policy evaluation. It is also trialling these and other methods on a set of case studies: current or planned evaluations being carried out in Government for which CECAN is providing advice and monitoring.

The talk will also touch briefly on the way that CECAN is organised as a cross-disciplinary, multi-partner distributed Centre closely involving stakeholders and using an 'agile' project management methodology.

Methodological Innovations in Systems Mapping for Policy Evaluation

Barbrook-Johnson, P.

(University of Surrey)

Systems mapping (including causal maps, fuzzy cognitive maps, and dependency modelling) has been used to study and model a wide variety of topics, and social and policy systems. Here, we will present CECAN's application of this approach to a range of policy evaluation case studies with BEIS, Defra, and the Environment Agency. These case studies have focussed on using the approach to deepen our understanding of how various policies have impacted the social, ecological and policy systems in which they intervene. We will present the innovations in the methodology of Systems Mapping - including new data collected during mapping workshops, and the novel analysis of maps this allows – that we have developed and tested in these case studies. We will also reflect on the practicalities and future possibilities of using this approach more widely in policy evaluation.

Capacity Building for Policy Evaluation in the Nexus: Collaborative Governance

Varga, L., Varga, L., Hills, D.

(Cranfield university)

Researchers involved in policy evaluation will recognise, to some extent, the internal and external influences that impact on the changes in the system in which the policy they are evaluating operates. However, 'nexus' issues, involving interaction between multiple systems, which draw on multiple disciplinary experience, pose a considerable challenge to existing evaluation approaches. In policy instruments initiated in any one of the energy, food and environment systems, nexus considerations must take into account the interactions and consequences for the other two systems. This requires creating capacity to use research methods that can engage with system-of-systems, and capture the effects of the policy interventions that cut across administratively discrete domains. This talk discusses the contribution that the science of complex systems can make, helping in the appreciation of inter-connections and relationships between heterogeneous systems and sub-systems at multiple scales, taking account of feedback and uncertainty, as well as the non-linear emergence of outcomes whether desired, expected or otherwise. Nexus evaluation capacity building thus suggests the importance of close collaboration and co-learning, not only between evaluators and researchers who bring to the task different disciplinary skills, but also with those involved in the design and delivery of the policies being implemented. Complex systems are unique and approaches need to adapt to determine the boundaries and contexts of the policy as well as the evaluation needs of the commissioners.

Using Visualization to Explore the Evaluation of Complexity

Stoltz, L.

(University of Warwick)

In this presentation, I will draw on an element of my doctoral studies which is related to CECAN. More specifically, I will discuss how I collected visualisations from the Journal 'Evaluation' and reflect on those images. In doing so, I will do two main things. The first is that I develop a tentative typology of visualisations relating to complexity, policy and evaluation. Secondly, I will problematize the visualisations by suggesting that it is difficult to categorise them, but it can be an opportunity to use visualisations to explain complex policy. In conclusion, I will reflect on some of the implications this exercise raises specifically in relation to the limits and opportunities relating to visualisations use in complex policy and evaluation research.

Thursday 12 April 2018, 11:00 – 12:30

**Frontiers
ROOM 008**

'Other' Posts in 'Other' Places: Poland Through a Postcolonial Lens? Sociology Sage Prize for Innovation and/or Excellence winners' event

Casey, E.

(Northumbria University)

This event will be hosted and chaired by members of the Editorial Board for Sociology, Emma Casey and Kathryn Almack. It will profile the 'SAGE Prize for Innovation and/or Excellence' and celebrate the success and impact of research published in Sociology, one of the leading journals in its field and a flagship journal of the BSA. Continuing the tradition of previous events, the event will showcase the 2017 prize winning paper by Lucy Mayblin (Warwick University), Aneta Piekut (Sheffield University) and Gill Valentine (Sheffield University) "Other' Posts in 'Other' Places: Poland through a Postcolonial Lens?". Piekut and Valentine will reflect on the main arguments presented in this paper, which adopts an innovative use of post-colonial theory to problematize the triple position of Poland between East and West. They will place this in the context of current debates on immigration in Poland.

A second presentation by Anna Gawlewicz (Glasgow University), will critically engage with Mayblin et al's paper and extend the paper's perspective to broader studies of Poland and Polish people in the field of migration studies. Gawlewicz will draw upon her research on EU migration, post-colonialism and transnational circulation of ideas. Both papers draw on Polish scholarship and in doing so broaden the scope of British sociology whilst demonstrating the international relevance of the journal.

The event will give delegates an opportunity to meet with Sociology authors, members of the Editorial Board and to hear the announcement of the 2018 Sage Prize for Sociology.

Other' Posts in 'Other' Places: Poland Through a Postcolonial Lens? - A Reflective Account

Piekut, A., Mayblin, L., Valentine, G.
(Sheffield University)

In the presentation we will reflect on our paper published in Sociology in 2016, entitled "'Other' Posts in 'Other' Places: Poland through a Postcolonial Lens?" (Mayblin et al. 2016). In the paper we applied a postcolonial theory to Poland, a country that was on the periphery of European colonialism, to understand what this approach can reveal about Polish attitudes to other nationalities and diversity, drawing on interviews carried out in Warsaw in 2011-12 within "Living with difference" research project. We proposed the 'triple relationship': Poland as former colony, as former coloniser and finally in relation to the western 'hegemons'. We will reflect on the main arguments of the paper in the context of current debates on immigration in Poland.

Postdependence: Do we Need Other 'Posts' in Other Places?

Gawlewicz, A.
(Glasgow University)

In this paper, I critically engage with the article by Mayblin, Piekut and Valentine (2016) that discusses the application of postcolonial lens to reflect on the intricate positionality of Poland in Europe. In doing so, I draw upon local knowledges and bring to the fore the concept of postdependence proposed by a group of Polish scholars as an alternative to postcolonial approach. Postdependence recognises complicated geo-historical situatedness of Poland and its distinctive socio-political context (framed by Mayblin et al. as the 'triple relation'). As such, it opens up new avenues for studying dependence, oppression and production of difference. Yet, it remains largely confined to the narrow field of Polish literary studies. In this paper, I propose to extend this perspective to broader studies of Poland, Polish people and relations between Poland and other contexts, in particular in the field of migration studies. The paper is empirically underpinned by a study with recent Polish migrants to the UK exploring their encounters with and attitudes towards difference in terms of ethnicity, religion, class, sexuality, gender, age and disability. In this study, participants extensively utilised orientalist and essentialist discourses to make sense of sameness and difference, and to reflect on Poland and the UK. I argue that the application of such discourses should be understood and explored against the overarching framework of postdependence.

Rights, Violence and Crime

ROOM 218

40 Years on From the WLM Demands: Reflections on the Knowledge Gained and the Knowledge Needed to End Violence Against Women

Westmarland, N.
(Durham University)

In the 1970s, a number of Women's Liberation Movement (WLM) conferences were held up and down the country, culminating in a list of seven demands. The final demand related to violence against women and was agreed 40 years ago, in 1978 in Birmingham. The demand was worded as: 'Freedom for all women from intimidation by the threat or use of male violence. An end to the laws, assumptions and institutions which perpetuate male dominance and men's aggression towards women.'

In this workshop, members of the Centre for Research into Violence and Abuse will start a conversation about to what extent this demand has been met in relation to their area of study, and what would be needed to meet the demand. Each will speak for between 3-5 minutes, allowing time for other workshop participants to contribute for the same length of time in relation to their area of expertise. From these contributions, an appointed scribe will document the research

questions that must be answered to support this development, while an appointed tweeter will ensure those who cannot attend the conference can be part of proceedings. The aim is to develop a new, forward thinking research agenda to help new scholars identify opportunities for research and existing scholars to consolidate their research programmes around a common agenda for change.

Participants:

CRiVA Director, Staff, and PGRs:

Nicole Westmarland, Sui Ting Kong, Clare McGlynn, Hannah King, Alison Jobe, Stephen Burrell, Kathryn Royal, Kelly Johnson, Kirsten Hall, Rosa Walling-Wefelmeyer, Fiona Vera-Gray, Kate Butterworth, Josie Phillips.