

BSA



2026 Annual Conference

University of Manchester
Wednesday 8 April – Friday 10 April 2026
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**BRITISH
SOCIOLOGICAL
ASSOCIATION**

BSA Annual Conference 2026

Poster Presentation Abstracts

**Posters will be on display throughout the conference in The Drum.
Authors will be available to discuss their posters on Wednesday from
18:15-19:45.**

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POSTER PRESENTATIONS

The Drum, University Place

Cities, Mobilities, Place & Space

The Safety Shift: A Sociological Investigation into Young Women and Gender Diverse People's Safety Work on Public Buses

Phoebe McGurren

(Lancaster University)

The contemporary study of public transport has highlighted the unequal experiences of safety which emerges along gendered lines. This research often centres the differential safety needs of women compared to men, in relation to vulnerability to harassment and violence. Contemporary analyses of women's safety in the broader public sphere have illustrated that vulnerability is not neutral but is rather socially constructed. The conceptual framework of safety work presents a critical examination of gendered vulnerability and the unequal, gendered labour women conduct to stay safe. Crucially, this labour is both socially constructed and constitutive of gendered vulnerability. Through the analysis of semi-structured interviews with women and gender diverse individuals, this research investigates gendered vulnerability on public buses, applying the concept of safety work to public transport research. By adopting a sociological perspective to gender, safety and public transport, this dissertation aims to reveal how safety work is illustrative of wider gender inequality.

Suicide and Place: Understanding the Connection between Local Area and Suicidality

Benjamin Gregory, Cathy Brennan, Simon Popple, Fayle Ambler

(University of Leeds)

Suicide is a serious sociological problem. Understanding how social realities become unliveable is a fundamental question for sociology. Durkheim's foundational text demonstrates the capacity for suicide research to develop social theory. Resonating today, highly integrated and fragmented areas relate to suicide. Area-level deprivation is associated with suicide; emotions of shame and personal responsibility for social position can affect suicidality. Systematic reviews and meta-analyses indicate a connection between local-area and suicidality. With gaps for qualitative research to understand this connection, opportunities for methodological development, and a need for contemporary social theory of suicide.

Suicide and Place is an interdisciplinary PhD aiming to understand the connection between local-area and suicidality. In study 1, our meta-ethnography explores potential mechanisms between local-area and suicidality. Social disadvantages can disempower and alienate. High integration or fragmentation can exclude or isolate. Social change can disrupt social position influencing an uncertain sense of self. Study 2 uses embodied research with walking interviews in an area of Leeds with high suicide rates. Participants guide an immersive tour to understand how place could affect mental health and wellbeing. Data is formed of interview transcripts, photographs, and GPS. These studies are creatively integrated to develop a map.

This poster presents a work-in-progress map visualising the spatial dimensions of suicidality. The map will stimulate, and be remodelled by, semi-structured interviews with residents affected by suicidality. This map will illustrate the physical area and the emotional geography. This research advances the sociology of suicide, offering a theoretical and methodological contribution to sociology.

Diaspora as a Faraway Region

Aco Divac

(Serbian Council of Great Britain)

The term “Region,” has experienced much change and evolution within the social sciences. Regions are typically defined as being a cohesive area that is homogeneous in its selected defining criteria. This emphasis on the dominant concept of the region as a territory, is often arbitrary and is established more for convenience than the pursuit of a holistic perception. The notion of Diaspora has long been associated with communities dispersed across different geographic locations, most commonly defined by their shared cultural heritage. There has been a shift in the discourse surrounding Diaspora: Diaspora has emerged as a powerful proponent that embodies the experiences of dispersed communities. Diaspora possesses a fluidity that challenges the static nature of regions as it transcends geographical and territorial boundaries.

This abstract will re-evaluate the concept of region, emphasising its potential for fluidity and acknowledging the power dynamics embedded within it. The conventional understanding of a region as a territorial entity has proven problematic and outdated. Its selection of features that are relevant to a particular problem, means that other features which do not pertain to the interests of the dominant groups in the centre are ultimately considered irrelevant. This paper argues that by reconceptualising Diaspora as its own far-flung region, we can move away from the exclusionary nature of traditional regional definitions and pave the way for exploring new analytical capabilities and reinterpreting Diaspora as its own transcendental region.

Culture, Media, Sport & Food

‘Murder shows and comfy clothes’: Working-class Women’s Relationship with True Crime

Natalie Browne

(University of York)

Why do women love true crime? Most ‘murder shows’ focus on tales of male violence against women, often graphically detailing abuse and sexual violence - is this female interest in true crime programmes inherently paradoxical?

This study investigates the motivations and responses to true crime programmes through online text-in-action interviews with volunteers recruited through an online survey. I explore working-class women’s interest in the true crime genre, their perceptions of the violence of the content, their responses to representations of victims and locales, and how these are reconciled with their identities as working-class women in the UK. During a 1-1 co-watch of a true crime programme, volunteers considered their attitudes towards the true crime genre, their history with it, and what they love (or love to hate) about it. We explored true crime’s representations of gender, class, vulnerability, and justice, and discussed whether true crime complements personal experiences of gender and class when influencing perspectives of safety, risk, and policing.

Building on work around the intersection of gender and social class, alongside cultural scholarship considering ‘women’s media’, I consider the role of true crime in the lives of these women, questioning the notion that these programmes are idly consumed ‘in the background’. These curious consumers actively engage with and question the content, sceptically considering biases and narrative agendas. Preliminary findings show that motivation for consumption of true crime is not simply ‘researching how not to be a victim’, or a love of ‘misery porn’, but is more nuanced and multifaceted.

Social Divisions / Social Identities

Like Father, Like Son? Continuity and Change in Gender Role Attitudes in China

Hechunzi Wang, Nirjala Rao
(University of Hong Kong)

The transmission of gender beliefs across generations lies at the crossroads of familial tradition and societal transformation, prompting critical inquiry into how ideologies endure or adapt over time. This study examines the transmission and transformation of gender attitudes across three generations in China, utilizing nationally representative data from the 2014 and 2020 waves of the China Family Panel Studies (CFPS). A multivariate framework is used to assess intergenerational dynamics among grandparents (G1), parents (G2), and children (G3). Findings show a generational gradient, with stronger divergence between G2 and G3 than between G1 and G2. In particular, children's attitudes tend to align more closely with those of their fathers than with their mothers, and daughters tend to differ more from their parents than sons. Such patterns reflect uneven intergenerational transmission shaped by both macro-level sociocultural transformations and micro-level familial interactions. Furthermore, educational attainment emerges as a key predictor of egalitarian views regardless of gender or generation, with the largest attitudinal shifts occurring around the completion of middle school. These findings suggest that Chinese families in a transitional society are not merely passive vessels of cultural reproduction but active arenas of ideological negotiation, adaptation, and persistence. A relational and multigenerational lens is needed in future research to capture the complex dynamics of value transmission beyond reductive mechanisms.

Sociology of Education

Reviewing and Rethinking Approaches to Working-class Student Equity in Widening Participation Research

Lily Skourides
(Manchester Metropolitan University)

Widening participation (WP) initiatives in English Higher Education (HE) aim to promote fair access, participation and achievement amongst all students. However, in a time of rising socio-economic disparities, persistent inequities between 'middle-to-upper class' and 'working-class' students (WCSs) remain. This thematic literature review explores journal articles, reports and policy documents published in the past ten years (2015-2025) on or related to the WCS participation, experiences and outcomes in undergraduate HE. The review aims to not only understand what is already known about WCSs and the challenges they face but also produce timely perspectives on how this knowledge implicates university and government approaches aiming to tackle shifting student disparities in the wake of socio-economic crisis. Broadly, the review presents a novel analysis on the limitations of methodological approaches in the field, noting that research has largely been on behalf of and not with WCSs. Findings highlight a wealth of critical commentaries theorising the reproduction of class-based and other forms of inequality under neoliberal hegemony. Yet, few studies identified provide practical or transformative strategies for greater parity which effectively bridge the gap between student perspectives and WP policy. Some emergent research has delivered a promising agenda for academics working in greater partnership with universities and students to deliver new equity initiatives. But with limited application in English HE, the review illuminates new tensions and directions in WP research; specifically, the possibilities of student-led inquiry informing equity initiatives to effectively meet the needs and aspirations of WCSs in HE.

Understanding Theories of Learning and Inclusive Teaching in Further Education and Skills

Angela Continanza

(Wales Millennium Centre)

This paper explores how key learning theories can inform inclusive teaching practices in the Further Education and Skills (FE&S) sector, particularly for learners who have experienced disrupted education, exclusion, or disadvantage. Drawing on Paulo Freire's critical pedagogy and Gert Biesta's democratic education, the study highlights the importance of power, identity, culture, and agency in shaping learning environments

Through an action research project in FE Sociology classrooms, the study investigated the impact of using simplified versus discipline-specific terminology on student engagement and understanding. Findings indicate that while some learners benefit from intellectual challenge, others disengage when faced with inaccessible academic language. By integrating scaffolding techniques, dialogic teaching, and student co-construction of knowledge, teachers can better balance academic rigour with accessibility.

The research emphasises that inclusive pedagogy is not merely about removing barriers, but about creating relational, dialogic, and transformative spaces where learners become co-producers of knowledge. It also argues that teacher positionality and language choice can either reinforce or challenge structural inequalities.

The paper concludes by recommending trauma-informed, linguistically inclusive strategies to support equity in FE, and calls for systemic changes to ensure education functions as a practice of freedom rather than reproduction of inequality.

Neurotypical Academia: Exploring Overt and Covert Discrimination against Neurodivergent Students in Belgian Higher Education

Charlie Briggs, David De Coninck

(Katholieke Universiteit Leuven)

This study examines how neurodiverse (ND) students experience discrimination within Belgian Higher Education (HE), addressing a notable gap in international sociological literature. Drawing on Radulski's (2022) theory of Neurotypical Hegemony (NH), it explores how systemic practices privilege neurotypical (NT) students and disadvantages neurominorities. Three objectives guided the research: determine whether students are assumed NT until declared otherwise, explore how covert discrimination manifests, and decipher if overt discrimination is present.

Eight semi-structured interviews with ND students at a major university in Belgium were thematically analysed. The findings reveal that teaching methods, assessment formats, and student living situations heavily privileged NT ways of being, creating structural barriers for ND students. Reasonable adjustments were reported as being inadequate and bureaucratic, lacking any real support for students, signalling covert discrimination.

The discriminatory systems in place illustrates a deep embedding of NT defaultism within HE institutions that overlapped between academic, social, and administrative areas within universities. The study expands the understanding of discrimination in underexamined contexts, brings attention to the much overlooked student life aspect of university, and provides empirical support for the NH theory.

The findings underscore the sociological importance of dismantling hegemonic and defaultist structures in HE and integrating accessibility into the foundation of institutions, rather than retroactive adjustments.

Designing Ethnographic Research on Belonging and Sociality in Post-Pandemic UK HE

Troy Broadley

(Canterbury Christ Church University)

The pandemic unsettled many of the social worlds of HE. Universities have been working to rebuild "belonging" through strategic initiatives and institutional narratives of community, resilience, and

recovery. Yet for staff and students, belonging and sociality are lived relationally, often in ways that may not align with the stories institutions tell about themselves. This potential disconnect is central to understanding post-pandemic HE. This poster introduces the research design for my doctoral project, which investigates belonging and sociality in UK HEIs through an ethnographic approach. Building on existing scholarship on belonging in HE, the project seeks to capture both the institutional framings of belonging and the relational narratives of staff and students who live and work within these spaces. The study unfolds in two phases. First, ethnographic fieldwork will trace how belonging is represented, framed, and operationalised at institutional levels. Second, narrative interviews and focus groups with staff and students will illuminate how belonging and sociality are experienced and reimagined in practice. This dual focus creates space to examine how institutional and relational narratives align, clash, or diverge. By outlining this design, the poster reflects on the methodological value of combining ethnography with narrative inquiry to explore the complexities of belonging in disrupted contexts. It also highlights how examining narrative dissonance can contribute to more grounded and responsive understandings of sociality in higher education within times of uncertainty and crises.

Family Socioeconomic Status and Adolescents' Socioeconomic Career Expectations: A Serial Mediation Model of School Social Capital and Self-efficacy

Yumeng Miao

(Hunan Normal University)

This interdisciplinary study investigates the psychological mechanisms underlying intergenerational class reproduction. Drawing on social capital theory and integrating concepts such as peer group dynamics and teacher expectations, we introduce the construct of "school social capital" and propose a psychosocial model of class transmission through the pathway: family socioeconomic status → school social capital → self-efficacy → socioeconomic career expectations. Using data from the China Education Panel Survey (CEPS 2014), we demonstrate that family socioeconomic status (SES) is positively correlated with adolescents' socioeconomic career expectations. Crucially, family SES exerts its influence through two distinct mechanisms: (1) an independent mediating role of school social capital, (2) a serial mediation pathway (school social capital → self-efficacy → socioeconomic career expectations). Our findings re-examine the processes of class reproduction in adolescent education, extending the operationalization of social capital to adolescents' active social networks. By bridging structural determinants and individual agency, this integrated model offers a novel theoretical framework for understanding the dynamics of social class reproduction and mobility.

Identity Reconstruction and Belonging of Rural Students in China's Higher Education: Experiences in Non-elite Universities Following Geographic Mobility

Yinuo Zhang

(University of Glasgow)

This study explores rural students' identity and belonging in Chinese urban non-elite universities from a spatial perspective. China's household registration system (hukou) has long reinforced the rural-urban divide, partly contributing to lower attainment and negative perceptions of rural groups. Despite more rural students are entering higher education through geographical mobility, current studies still mainly focus on elite universities (Xie & Deay, 2020) or on geographical mobility factors (Shi et al., 2024). By contrast, the larger group of rural students in non-elite universities has received less attention, limiting understanding of how structural inequalities shape their identity and belonging following geographical mobility.

Therefore, this study adopts a qualitative narrative inquiry approach and drawing on Clandinin and Connelly's (2000) three-dimensional framework of temporality, sociality, and place. It explores rural students' identity and belonging in urban non-elite universities and their implications for future trajectories.

Preliminary findings suggest that rural students' identities are continuously negotiated through geographic mobility and university life. They may feel marginalised and lack belonging, yet gain support from hometown networks, student societies, or part-time work. Identity and belonging are dynamic processes which are not only influenced by structural inequalities but also shaped through everyday social and cultural practices.

This study employs narrative inquiry and a socio-spatial perspective, illustrating how rural students in non-elite Chinese universities reconstruct identity and belonging beyond access. It further raises questions around the extent to which higher education expansion can encourage rural development rather than talent loss, and how to challenge persistent “deficit perspectives” of rurality.

‘Leave your grade at the door’: The Work of the Education Pioneers Inspired by bell hooks

Alexandra Hay

(Manchester Metropolitan University)

This poster will present research based on the ‘Education Pioneers’ an inclusive Community of Practice for final year BA Education Students. Inspired by, and interwoven with, the principles espoused by bell hooks (1994) seminal work ‘Teaching to Transgress’; the pioneers group represented a ‘transgression’ from traditional metric driven language that dominates both tertiary and Higher Education. During the peer led sessions students were encouraged to decentre the grade (and leave it at the door) and in doing so began to value their achievements and contributions differently, taking active responsibility for the learning community and fostering an inclusive space where all felt that they belonged. This research showcases the complex relationship students have with grading presented in their own words, and the detrimental effect grade obsession has on their sense of self and the wider learning environment.

My research discovered decentring the grade had the following effects:

1. Released students from anxiety relating to underachievement or pressure to maintain grades
2. Redirected the focus onto learning or the experience and away from instrumental focus on the mark
3. Prevented the destructive effects of metric driven language on peer group cohesiveness by discouraging interpersonal comparisons that often evoke feelings of inadequacy

This poster offers an alternative approach to education, or rather a celebration of ‘teaching to transgress’ in action; by regarding emotion and enjoyment as paramount, prioritising trust and upending traditional classroom power dynamics, whilst continuing to cultivate intellectual curiosity.

Environment & Society

Out of Water, into Reflexivity: Mapping Habitus Clivé in Environmental Professions

Edit Hunyadi, Ilkhom Soliev

(Martin Luther University Halle-Wittenberg)

Environmental professions are widely framed as morally purposeful careers driving societal transformation, yet many practitioners experience emotional alienation and institutional misrecognition. These tensions reveal how ideals of reflexivity and care coexist with exclusionary professional cultures. The study explores how upward social mobility and class transition shape these contradictions, drawing on Bourdieu’s concept of habitus clivé - a fractured disposition that foregrounds emotional burden - and the Reflexivity–Situatedness Matrix (RSM), a recent sociological framework conceptualising how actors balance critical self-awareness with contextual engagement in transformative practice. It examines how fractured dispositions structure reflexivity, situatedness, and emotional strain in the everyday work of transformation. A mixed-method design combines a forthcoming survey ($n \approx 300$) and biographical narrative interviews with environmental professionals across Europe. The survey operationalises habitus clivé, reflexivity, situatedness, and emotional load to map professionals’ positions within RSM quadrants, while interviews capture affective experiences of belonging, ambivalence, and moral tension. Conceptually, the study proposes that habitus clivé generates both critical reflexive capacity and vulnerability, producing a reflexivity asymmetry in which individuals internalise the institutional costs of transformation. Extending the RSM with an emotional load dimension connects classed subjectivities with institutional diagnostics of change, showing transformation as an ongoing negotiation between aspiration and constraint.

Hope Afloat? Exploring the Riverine Relations of Thames Swimmers

Safia Bailey

(Cardiff University)

Is there hope afloat in contemporary human-riverine relations? This poster details an ongoing PhD project exploring the relations that emerge between people and place through outdoor swimming. It tells ethnographic stories from the waters and swimmers of England's River Thames, gathered through emplaced walking and swimming methodologies. In the UK, outdoor swimming has exploded in popularity since the turn of the millennium, with a notable surge during Covid-19. Yet the watery worlds in which swimmers immerse are struggling, suffocated by agricultural run-off, swirling with forever chemicals, and contaminated by untreated sewage. For Rebecca Olive (2022) 'Swimming is not conceptual or metaphorical – it is a set of relations to ourselves and to what else is there.' This poster explores these relations and their implications, sharing encounters between swimmers and river from the source of the Thames to its confluence with the North Sea. It flows not only through space but also through time, asking whether ancient reciprocal relations between humans and watery worlds are (re-)emerging through outdoor swimming. As Stacy Alaimo (2010) writes, the Anthropocene is an era in which many of us – though not all – have forgotten our relations with the more-than-human. This poster considers how the practice of outdoor swimming helps people remember these relations, arguing that in this remembering hope for the future of watery worlds may reside.

Integrating Sociology into Science-heavy Degrees: A Curriculum Case Study in Environmental Management

Louise Mitchell

(Scotland's Rural College)

Universities increasingly recognise the need to equip graduates in science-heavy disciplines with the capacity to engage critically with the social dimensions of their fields. This poster presents an ongoing curriculum development project at Scotland's Rural College, that embeds sociological perspectives into degrees traditionally dominated by natural and technical sciences. Using Environmental Management as a case study, this poster looks to outline the rationale, process, and early impacts of this integration. Key innovations include the introduction of sociological frameworks for understanding stakeholder conflict, role-play and simulation exercises on environmental governance, and critical engagement with concepts such as power, inequality, and social justice in relation to environmental decision-making, including in the world of planning, for which Scotland is running low. These changes aim not only to broaden students' intellectual horizons, but also to foster the interdisciplinary skills needed to address complex socio-environmental challenges. The poster reflects on challenges encountered—such as disciplinary boundaries, staff expertise, and student expectations—and shares strategies for embedding sociology in ways that feel relevant and accessible to science-oriented learners. Ultimately, this work demonstrates how rebalancing our teaching can cultivate graduates who are both technically competent and socially literate, better prepared to contribute to sustainable futures.

Families & Relationships

Alone Together Online: Singlehood, Belonging, and Resistance in China

Zhuoyu Chen

(University of Leeds)

This paper investigates singlehood as an emerging subculture in contemporary China, with a focus on its implications for families and relationships. Mainstream narratives often present singlehood as a temporary stage in the linear life course, resolved through marriage and reproduction. By contrast, this research examines how singlehood is being redefined within online communities as a meaningful and enduring identity that challenges familial expectations and social norms.

Drawing on digital ethnography and discourse analysis, the study identifies discourse-generated articulations of singlism—including accidental, feminist, and queer orientations—that reconfigure cultural understandings of intimacy, care, and belonging. These perspectives illustrate how digital

spaces provide platforms for negotiating tensions between traditional family obligations and the pursuit of autonomy, while also generating alternative relational models that decentre coupledom.

Theoretically, the paper argues that sociology has privileged marriage and family as primary units of analysis, often marginalising those who live outside these frameworks. Recognising singlehood as a subculture extends the sociology of families and relationships by attending to new forms of kinship, community, and temporalities of the life course.

Engaging with the BSA's call to "think sociologically with time," the paper highlights how singlehood disrupts normative expectations of adulthood and reproduction, while raising questions about how relational sociology might account for those excluded from dominant kinship structures. It invites dialogue on how changing relational practices in China and beyond reconfigure what counts as family, intimacy, and belonging.

Care Obfuscation as Ontic Injustice: The Silences in UK Working Mothers' Social-ecological Systems

Leila (Yukou) Lai

(University of Cambridge)

Despite increased female workforce participation, working mothers in the UK face persistent inequalities rooted in the gendered devaluation of care under capitalist-patriarchal systems. This study investigates care obfuscation, the strategic downplaying of caregiving responsibilities at work, a phenomenon previously documented only in academia by Ethridge (2025). Using a critical feminist paradigm, semi-structured interviews were conducted with nine UK working mothers across charity, health, education, and arts sectors. Conceptual framings informed the latter abductive thematic analysis include the ecological systems theory (Bronfenbrenner, 1977), ontic injustice (Jenkins, 2020), and conditions for autonomous choice (Friedman, 2003). Key findings reveal care obfuscation manifests as non-disclosure, over-committing, and a novel dimension: avoidance of career advancement, such as deliberately declining promotions to evade care-related conflicts. Multi-level analysis demonstrates how obfuscation is systematically shaped by ecological systems. At microsystems level, this is typically unpredictable managerial discretion, unequal share of mental labour with partner. Within exosystems, participants outlined workplace policies prioritising visible presence over output, and short-term paternity leave policies hindering genuine shared childcare. Within macrosystems, participants outlined cultural assumptions positioning mothers as default caregiver. Additionally, at chronosystems level, eroded support for experienced mothers and generational projections of stoicism emerged as key themes. These practices perpetuate ontic injustice: conflicting social conferrals of worker and mother inflict moral injury through institutionalised indifference, exploitation of self-sacrifice, and coerced self-exclusion. Nevertheless, mothers demonstrate constrained agency, with autonomy ranging from deliberate prioritisation of reflexively endorsed values, to more passive acts under external interference.

Lifecourse

Post-secular Religiosity and Death Attitudes among Moscow Youth: A Quantitative Sociological Study

Nikita Bogachev

(National Research University Higher School of Economics)

Given that current sociological theories present two divergent approaches to the relationship between religion and the fear of death – the Beckerian and the Glaiserian – we still lack a clear understanding of how these two phenomena interact in the modern world. This issue is also compounded by the effects of religious syncretism in recent decades. These changes suggest that older theoretical frameworks for this relationship may no longer be entirely accurate.

Thereby, our study investigates the relationship between multidimensional religious identity and attitudes toward death based on a sample of Moscow youth, as it is a unique example of post-secular religiosity, where the consequences of Soviet anti-clerical policies intersect with more recent socio-political shifts. Drawing on survey data from 768 participants aged 18-35, we employ the CRS-15 and

DAP-R scales to classify respondents by religiosity (non-religious, weakly religious, moderately religious) and to assess their attitudes toward death across five dimensions.

Results reveal that ideological (nominal) religiosity predominates among Orthodox youth, while participation in religious practices is low. Contrary to classical sociological and psychological theories, our research demonstrates that higher religiosity is associated with increased fear and avoidance of death, whereas non-religious individuals display greater fatalistic acceptance. Findings imply that secular and syncretic beliefs, rather than traditional religious dogma, shape contemporary death perceptions among Moscow youth. The research highlights the inability of the once widespread Beckerian approach to accurately describe the post-secular trends observed in developed Western societies, which suggests broader implications for future Death and Religious Studies.

Medicine, Health & Illness

The Temporal Politics of Waiting Lists: A Qualitative Interview Study with Care Experienced Young People

Isabella Morse, Tessa Morgan, Dihini Pilimalawwe, Robbie Duschinsky
(University of Cambridge)

For adolescents experiencing mental health crises, pressures of time are heightened and uncertainties amplified. Amid a growing youth mental health crisis and mounting concern over delays in the resource-limited NHS and social care sectors, little is known about how young people themselves experience the time spent waiting for help.

This paper explores the temporal politics of waiting in the lives of adolescents engaged with both Child and Adolescent Mental Health Services (CAMHS) and social care, drawing on the work of Lisa Baraitser. In 45 semi-structured interviews with adolescents aged 12-18, waiting for care from CAMHS emerged as a prominent and pressing concern. This paper uses narrative analysis of three accounts of CAMHS waitlists from British young people of colour to examine how adolescents narrate, resist, and inhabit periods of waiting. Their accounts are situated within debates on temporality, liminality, and agency.

Findings demonstrate that waiting is not a neutral pause but a charged and generative condition in which time becomes entangled with experiences of care. Narratives reveal that the adolescents, and often their caregivers, were constantly renegotiating relationships to care services while simultaneously balancing experiences of 'growing up.'

The case studies identified three modes of waiting: enduring and maturing, being suspended in limbo, and contested waiting in which young people push back against imposed timelines. This paper enriches temporal political theories of sociology by foregrounding adolescents' lived experiences of waiting and presenting it as non-neutral, relational, and actively co-constructed within the institutions of youth mental health and social care.

Family, Culture, and Choice: Understanding Reproductive Autonomy in Chinese PGT

Dexu Huang
(Queen Mary, University of London)

Aim: This study explores how family members influence the reproductive decision-making autonomy of patients undergoing preimplantation genetic testing (PGT) in China, and how these dynamics shape reproductive choices.

Methods: A qualitative research approach was used, involving semi-structured interviews with 25 clinicians specialising in assisted reproduction and genetic testing in China. The data were analysed using thematic analysis to interpret how healthcare professionals perceive the role of families in shaping patient decisions.

Findings: The analysis showed two key themes. First, reproductive autonomy was found to be highly contextual; clinicians observed that patients often struggled to make decisions independently of their

families. These choices were framed not as individual acts but as negotiations within a framework of cultural norms and familial expectations. Second, the study highlighted how relational autonomy is shaped by a confluence of factors, including economic resources, gender roles, intergenerational expectations, and the authority of medical professionals. These relational dynamics provided emotional support but also created subtle pressure that influenced the final reproductive choice.

Conclusion: The study demonstrates that reproductive autonomy in the Chinese context is relationally embedded rather than individually exercised. By focusing on clinicians' perspectives, these findings offer a more culturally sensitive understanding of autonomy within reproductive technologies. The research provides valuable insights for developing ethical guidelines and policies that are better suited to the complexities of reproductive decision-making in family-oriented cultural settings.

Pregnancy by Design: An Ethnographic Study of Prenatal Genetic Testing and Pregnancy Care Laws in the United States

Lucy Tu

(University of Oxford)

In half a century, prenatal genetic testing has evolved from a specialized tool for high-risk pregnancies into a routine practice capable of detecting thousands of fetal conditions. Among the most advanced technologies, non-invasive prenatal testing (NIPT) uses a single blood draw to screen for over 100 genetic abnormalities as early as eight weeks into pregnancy.

Over half of pregnant people in the U.S. undergo NIPT. Yet in jurisdictions with restrictive pregnancy care laws, patients who receive high-risk results face constrained or uncertain pathways forward, creating a paradox in which expanding reproductive foresight is decoupled from the capacity to act.

This poster draws on two months of ongoing ethnographic fieldwork in a Southern U.S. prenatal clinic operating under a near-total abortion ban, supplemented by 30 interviews with providers nationwide. While scholarship often portrays clinicians as “information-first,” encouraging testing irrespective of follow-up options, preliminary findings suggest that some providers discourage NIPT, warning that results without actionable outcomes produce distress. Others reframe testing as preparation for parenting—emotionally, medically, or socially—rather than guiding pregnancy decisions. Still others emphasize the symbolic value of offering testing, even if follow-up care is blocked, to preserve patient autonomy.

Taken together, these practices suggest NIPT does not serve a single, stable function but is reinterpreted through the interplay of legal, cultural, and clinical judgment. More broadly, restrictive legal settings reshape the terrain of informed consent in pregnancy care, influencing not only what patients can do with genetic knowledge, but also what that knowledge is understood to be for.

An Intersectional Qualitative Investigation into the Narratives of Femininity among Young Women with ADHD in the UK

Emma Gratte

(Durham University)

Attention deficit hyperactivity disorder (ADHD) is one of the most prevalent neurobehavioral conditions globally, and has key implications for sociology in areas such as, identity, life course and social roles. ADHD is a diagnosis marked by significant gender biases (McDonnell, 2022). The work on women with ADHD is overwhelmingly concerned with the academic ethic and perfectionism (Winter et al., 2015), psychostimulant use (Leo and Cuttino, 2011), and self-stigma (Sedgwick-Müller et al. 2022). With little sociological inquiry into the narratives and biographies of women with ADHD, we lack understanding of how women make sense of their ADHD experiences. This study addresses the notable gap in ADHD studies through an intersectional investigation into how ADHD experiences shape women's narratives of their femininity. Centring intra-group difference and including how neurodivergence as an identity shapes women's narratives of their femininity; furthers previous work that has conceptualised ADHD femininities as deviating from traditional gender norms, particularly in context of hyperactivity and impulsivity (Garcia, 2019). This abstract offers a position piece, highlighting the key gaps within ADHD feminist studies, which my PhD study will provide key novel contribution. Themes include moving

beyond stigma-based analyses to explore how gender identity is shaped by, and interacts with, other intersecting social identities. Moreover, offering theoretical novelty through interrogating white and masculine hegemonic framings of ADHD experiences, by employing intersectional standpoint theory. Finally, extending the existing work that has focused on statistical disparities (Bergey et al., 2022), and responding to Bergey's (2024) call for intersectional, qualitative ADHD research.

Methodological Innovations

Wooden Workboats: Reflections on a Building-based Methodology

Evan Curley

(Dalhousie University)

Nova Scotia, one of Canada's eastern most provinces, is facing many challenges in ensuring the wellbeing of its coastal communities, challenges spurred by a deepening instability of fishing livelihoods. Tensions teem as people try to maintain a decent life in the context of commercial concentration, historic overfishing, environmental anxiety, ongoing settler-Indigenous reconciliation, and a Department of Fisheries and Oceans that's long supported an industrial fishery that serves very few. These tensions emerge from common underlying rifts deeply shaped by what James Tully calls the "imperious attitude" of capitalist and colonialist systems. My current research uses the building of a traditional wooden workboat as an ethnographic guide to understand and potentially ease these issues. Why? Because it is a real step into the history, materiality, and relationships that the above conflicts emerge from, but most importantly, the act of building is itself an opportunity to work in the world in a different way – a form of prefigurative politics. Over the last half-century, wooden workboats have become commercially obsolete, but this step-removed position allows them to act as a question and a proposal, a question of what progress really looks like and a proposal for a surer way of working. Can this practice-based approach quite literally build new directions in coastal livelihoods? My poster presentation will highlight some of the challenges and fruits of this building-based methodology.

Race, Ethnicity & Migration

Internalizing Inequity? How Guangxi Ethnic Minority Students View Education Equity and Preferential Policies in NCEE (Gaokao)

Yuyang Li

(University of Bath)

This study investigates ethnic minority high school students in two senior high schools in Guangxi, a rural region of China, focusing on their perceptions of educational equity during the transition from junior to senior high school.

Grounded in Bourdieu's theory of cultural capital and social reproduction, this study employs a qualitative design, conducting fifty semi-structured one-to-one interviews, to explore how students' coping strategies and understandings of education equity are shaped in their educational process.

Findings show that students consistently regard the Gaokao (National College Entrance Exam) as a sacred and ostensibly fair pathway to higher education, while simultaneously recognizing hidden inequalities, such as uneven distribution of resources between rural and urban regions and differences in family capital and socioeconomic status.

Surprisingly, rather than resisting the inequities, students tend to internalize the factors and transforming those disadvantages into personal motivation for upward mobility. Moreover, although many students express appreciation and support for ethnic minority preferential policies during the NCEE, they are also concerned about potential stigmatization tied to their ethnic identity. These findings not only highlight the complex interplay between structure and agency in shaping students' educational trajectories but also contribute a comparative perspective to debates on meritocracy, social mobility, and minority education in the UK, enriching sociological discussions on how educational systems reproduce or mitigate inequality.

A Study into How Black Girls Resist Racial Inequity in English Secondary Schooling

Natasha Boyce

(University of Glasgow)

Since the murder of George Floyd and the relentless work of the Black Lives Matter movement in challenging systemic racism, there has been a shift in race discourse. The focus has shifted from interpersonal understandings to the conceptualisation of systemic, structural, and institutional racism. Simultaneously, the case of Child Q placed the spotlight on how systemic racism features in England, specifically through the intersection of race and gender in education.

My abstract proposal aims to present the preliminary work on my thesis, which focuses not only on how anti-Blackness and misogyny shape Black girls' experiences of secondary schooling, but also on the strategies that Black girls use to navigate these oppressive forces. Through an overview of the project and a summary of selected text, the poster aims to highlight key entry points into the discussion. Such as Black feminist thought and explanations of the utility in controlling images used to subjugate the bodies, behaviours, and emotions of Black girls. Furthermore, in relation to the invisibility, hypervisibility and adultification of Black girls Bourdieu's concept of "la petite misère, or ordinary suffering is particularly useful in for conceptualising how racialised and gendered stereotypes simultaneously harm and exclude Black girls from "real suffering." Finally, inspiration has been taken from bell hooks' "talking back" as a Black feminist resistance to oppression.

Examining Family Migration Decision-making and Migratory Experiences of Hong Kong Migrants in the UK through the Concept of Ethnic Capital

Chun Hong Yan

(University of Southampton)

This study examines how ethnic capital shapes family migration decision-making and the migratory experiences of Hong Kong migrants in the UK. Whilst Bourdieu's concept of cultural capital has long been used to explain the relationship between migrants' transnational experiences and non-economic resources, such as middle-class etiquette, it falls short in investigating the migration experiences of families from Sinosphere countries. Scholars have therefore introduced the concept of ethnic capital, which includes both tangible and intangible ethnic resources, such as co-ethnic networks and ethnic norms, to better understand migrants' adaptation in Western contexts.

Drawing on interviews and photovoice with 13 participants, this study finds that ethnic norms and networks reduce the risks and costs of migration. First, although Confucian tradition, an entrenched norm in Hong Kong society, limits young migrants' agency in family migration decision-making, it fosters intergenerational harmony by minimising parent-child conflict. Second, the norm of 'winning at the starting line', which stresses education and employability, shapes youths' pragmatic understanding of migration, even amid their limited involvement in the migration process. Third, ethnic networks, both online and in person, provide practical information and support for integration upon arrival. Notably, the role of ethnic networks evolves post-migration. While some migrants benefit from emotional and social support within co-ethnic communities, others experience tension between maintaining 'wai-lo' (ethnic solidarity) and integrating into local society. Overall, the findings underscore the importance of ethnic capital in shaping the lived experiences of Hong Kong migrant families before and after migrating to the UK.

Between a Multilingual Reality, Monolingual Ideologies and Inclusiveness: Comparing Language Regimes in Non-profit Organisations

Clara Holzinger

(Vienna University of Economics and Business)

Migration-related diversification processes pose new challenges for existing institutional structures. Particularly in regard to language, contradictions between a multilingual reality and monolingual ideologies are visible in the functioning of modern democracies. (National) languages not only have a communicative function, but also a strong symbolic power, as they are often perceived as closely linked to national unity and social integration. The way we approach linguistic heterogeneity, however, has

far-reaching consequences for societal participation and social justice. In this regard, the role of organisations (both public institutions and civil society organizations) is of particular relevance, but constitutes an often-neglected aspect in sociological migration research.

The paper thus presents a current research project (2026-2029) which investigates how linguistic diversity is handled in non-profit organisations in Vienna that pursue multilingual strategies to be inclusive towards a migration-related multilingual population (e.g. via collaboration with translators or by recruiting multilingual staff). The interdisciplinary, multi-perspective comparative analysis of organisational language regimes draws on sociological and linguistic concepts and approaches. It focuses on how systematic knowledge is developed about inclusive approaches to linguistic diversity, which are of high policy relevance. Oriented towards the principles of Constructivist Grounded Theory, I pursue a multi-perspective approach that relies on method triangulation and combines several qualitative research methods (interviews with staff members and migrants, focus group discussions, observations, analyses of linguistic landscapes, and artefact analyses).

Ethnic Minority Students' Self-formation Strategies in Navigating Sociocultural Challenges in Higher Education: A Scoping Review

Zixuan Chen, Miron Kumar Bhowmik, Jan Christian C. Gube

(Education University of Hong Kong)

The sociocultural diversity in higher education is essential to leverage for equitable and enriching learning experiences for all students. This scoping review adopts a self-formation model to examine how ethnic minority students navigate sociocultural challenges in higher education. Self-formation emphasizes the importance of capital conversion and cultural hybridity as ways of resisting structural exclusion. Our review, focusing on Hong Kong, identified three key self-formation strategies that ethnic minority students employed: integrating family and community resources, addressing language barriers, and responding to institutional needs. We conclude that these students are not merely passive victims of structural inequality; rather, they exhibit strategic agency by transforming challenges into opportunities for learning. The implications suggest the adoption of institutional support models informed by culturally relevant and inclusive practices. Future research can explore specific mentorship programs that enhance both cultural engagement and academic agency among ethnic minority students. Ultimately, creating such opportunities benefits not only ethnic minority students but also enriches the overall learning environment in higher education in Hong Kong. This research also has important implications for multicultural societies like the UK, where postsecondary institutions similarly face challenges in promoting equity for (ethnic) minority students through structural inequities and cultural integration. The strategies identified provide meaningful examples for developing inclusive educational policy and practices that acknowledge and support ethnic minority agency in international contexts.

Learning to Be English: How Hungarian Romani Children Negotiate Racial Identities and Belongingness in Post-industrial 'Worktown'

Shanglin Liu

(University of Manchester)

Children of Hungarian Romani families in a northwest English town, which I refer to as 'Worktown', often take on the vital roles of translating English to their parents lacking English skills. Prematurely exposed and learnt of the growing uncertainty of UK society, and raised as Romani, Hungarian and English, the lives of these children embed continuous negotiations among different identities, and negotiations against hostilities in the post-industrial town where they live. In this presentation, I share preliminary empirical data drawn from ethnographic cases, collected from interviews and participant observations. I dive into the mundane lives of these Romani children and discuss the everyday representations of their racial self-identities, as well as the everyday resistances against racial hostilities they face. I aim to present these Romani children – being shaped by the harsh circumstances they live through – as capable individuals with agency, negotiating their place in an adult world. Inspired by works of cultural studies (CCCS) scholars, including Stuart Hall, Dick Hebdige and Paul Willis, I take subculture as a lens to explore the complexities of identities these Romani children inhabit, and interpret my early ethnographic findings through the cultural texts and contexts of race and class. In sharing these

findings, I aim to bring the living world of children to enrich how we discuss Romani identities and Romaphobia.

Grading, Expectations, and Tracking: Investigating Racial Bias in French Teachers' Judgments

Charlotte Corchete

(Sciences Po)

This study examines racial bias in French middle-school teachers' decisions and explores whether structured grading rubrics and teacher experience can mitigate such bias. While ethnic inequalities in education are well documented in the French context, few experimental studies have investigated whether teachers' judgments contribute to these disparities. Drawing on stereotype activation/attenuation theory, we conducted a nationwide between-subjects survey experiment with French literature teachers, using realistic student vignettes and an essay from national exams.

Participants (N = 631, target N = 2,024) were randomly assigned to evaluate one student profile varying on three dimensions: student origin (French vs. North African name), behavior (positive vs. disruptive), and grading condition (with or without rubric). Teachers graded a real essay and rated the student's academic potential and recommended track.

Preliminary results show no significant difference in assigned grades by student origin. However, students with North African-sounding names were 72% less likely to be perceived as capable of passing the national exam and 41% less likely to be recommended for the general track, compared to otherwise identical students with French-sounding names. The gap in perceived exam success was significantly larger among novice teachers and tended to narrow with experience. While rubrics slightly lowered grades overall, they may help reduce disparities, though interaction effects were not statistically significant.

These findings suggest that teacher bias affects critical outcomes beyond grading. They underscore the importance of structured assessment tools, equity-focused teacher training, and more strategic teacher assignment policies to avoid overexposing minority students to inexperienced educators.

A Racial Frames Analysis of Historically Black Colleges and Universities

Maya Mcfarlane

(University of Cambridge)

Joe Feagin's (2013) theory of racial frames provides a powerful analytical tool for understanding different schemes of interpretation among racialised bodies. However, the institutional reproduction of the 'white racial frame' has been largely theorised within the context of predominantly white spaces. Through an ethnographic study of a Historically Black College and University, this paper distinctively explores the presence of both the white racial frame and its counter-frames within a predominantly Black educational institution. Based upon thirty-three semi-structured interviews with current and former HBCU students and six months of ethnographic observation at Howard University, I argue that racial frames operate as converging logics within HBCUs. First, I identify the centrality of the home-culture frame within HBCU events, including that of 'Homecoming'. Second, I highlight the presence of anti-racist counter-frames on campus, including the institutional ethos of 'Black excellence'. Third, I argue that the white racial frame is embedded beneath such counter-frames through ideas of deservingness, meritocracy and nationalism. Students who problematise institutional anti-racist counter-frames in this way enact what I term a 'critical counter-frame'. I here make a crucial intervention within the field by theorising racial frames as not static and universal entities transmitted to Black people, but perpetually contested and reconfigured objects. Overall, this paper makes several important contributions within racial frames theory. It demonstrates the applicability of Feagin's conceptual apparatus to predominantly Black educational spaces, whilst urgently complicating how we theorise, and identify, counter-framing processes.

The 'Silent Achievers'? Mapping the Field on British Chinese Children and Childhoods

Xiaorong Gu, David James

(University of Suffolk)

Numerically, socially and politically a minority in British society, people with Chinese ethnic identity are often characterized as 'silent achievers' in popular imagination and public discourses due to high levels of educational attainment yet limited visibility in other areas, often framed within an essentialist cultural framework. Marshalling evidence from 76 academic studies published from the 1990s to 2025, this scoping review critically explores and develops a more nuanced understanding of British Chinese children and childhoods. We identify six themes from the literature: 1) Chinese identity and history; 2) academic achievement and educational experiences; 3) language and culture; 4) family and family processes; 5) childhood/youth experiences and agency; and 6) health and wellbeing. The findings illustrate a shifting portrayal of Chinese children: from those in catering-family contexts whose pursuit of education and attainment functioned as a collective strategy for social mobility, to those in metropolitan settings who navigate multiple cultural and linguistic systems—conceived as resources for agency rather than constraints of tradition—to foster educational achievement in a globalized world. This shift reflects the changing socioeconomic profile of the ethnic Chinese population, the transformation of the political economy of migration in post-WWII Britain, and more recent international dynamics. Findings also challenge the stereotypical view of children as silent and passive dependents; rather, the Chinese children are active players in the family economy, intergenerational relationships, and educational settings that often subject them to racialization. We then identify methodological, empirical and theoretical gaps future research could aim to bridge.

Italian History-telling: Racialisation and Belonging in School History Curriculum and Practices

Alessia Frola

(University of Bristol)

Authoritarian turns and the resurgence of nationalistic discourses across Europe have intensified struggles over contested histories and national belonging. In Italy, individuals racialised as the 'Other' face exclusionary politics that extend into the educational realm. Since the 1990s, intercultural education policies have responded to increasing racial and ethnic diversity, yet they rarely interrogate the foundational construct of "Italianness", which remains tied to whiteness, Catholicism, and moral goodness.

Grounded in Deleuze and Guattari's theories of assemblage, Foucauldian notions of discourse and postcolonial critiques of state sovereignty, this presentation examines how racialised notions of Italianness are sustained, negotiated, and reimagined in Italian history education. Education is approached as a terrain where national identity, citizenship, and cultural belonging are simultaneously naturalised and contested, particularly in relation to Italy's difficult heritage of colonialism and Fascism.

Drawing on critical discourse analysis of curricula texts and ethnographic fieldwork in upper-secondary schools in Turin, the presentation will discuss initial findings and reflections. The study argues that race functions as a central yet unstable signifier in the historicisation of Italianness, while also operating as a marker of national belonging and access to citizenship. Italianness thus operates as a discursive assemblage, whose contestation is central to rethinking belonging and sovereignty in contemporary Italy. The study contributes to debates on the role of curricula and classroom practices in reproducing, and potentially unsettling, national and racialised identities.

Operating within the White Fortress, from the Race Equality Charter to Building an Anti-Racist University: Mechanisms for Change

Syra Shakir

(Leeds Trinity University)

My leadership within the Race Equality Charter (REC, Advance HE) deepened my commitment to tackling racial inequities in higher education (HE). It became clear to me that, for decades, universities have failed to address the differential outcomes experienced by students from racialised backgrounds, manifesting in poor retention rates and the persistent awarding gap. At the same time, students across

all backgrounds have struggled with developing a true sense of belonging, feeling disconnected from their institutions, their peers, and the curriculum. At the same time, staff from racialised backgrounds also experience disadvantage in HE. Whether this be limited opportunity for development or promotion, workplace bullying and harassment, and the feeling of assimilation to simply fit in rather than being able to be one's whole authentic self. These systemic issues have profound consequences for both student and staff well-being, confidence, self-esteem, belonging, and success. This realisation propelled my mission to work towards building an anti-racist university, one where every student and staff member, irrespective of race, feels seen, valued, and supported to succeed. It is time to move beyond rhetoric and into action, building a university where all students and staff, no matter their background, can thrive. However, to what extent this can be achieved within the 'white fortress' made up of 'white narcissistic structures', whilst maintaining 'white supremacy' will also be examined. Therefore, within this context, I will discuss mechanisms to support changes, reflecting research findings, theoretical underpinnings, radical activism and sharing lived experiences, whilst introducing new concepts in understanding intersectionality.

Rethinking Migration Policies in the UK: Population Dynamics, Health Access, and Economic Contributions

Abolaji Azeez

(Fairfield School of Business)

Recent shifts in UK migration policy such as the Nationality and Borders Act, the Illegal Migration Act, the rise of the immigration health surcharge, and the restriction of "No Recourse to Public Funds" have transformed how migrants are positioned within the state. These measures do more than regulate entry and entitlement: they shape the conditions under which migrants live, work, and access care. This paper situates migration policy within wider sociological debates on inequality, exclusion, and belonging, asking how legal frameworks produce differentiated experiences of membership in British society. The study employed a scoping review of empirical and grey literature published between 2000 and 2025, complemented by policy and discourse analysis. Using a realist lens, it explores how policy contexts trigger mechanisms such as stigma, deterrence, solidarity, and adaptation, resulting in unequal outcomes in health access, participation, and community support. Beyond treating migrants as economic units, the paper emphasises how political discourse and bureaucratic practices reproduce social hierarchies, reinforce racialised boundaries, and shift care responsibilities onto informal networks. Findings highlight three recurring dynamics: the deterrent effects of restricted entitlements on healthcare use; the role of labour demand in driving migrants into precarious and informal work; and the compensatory but hidden burdens of community solidarity. By mapping these dynamics, the paper demonstrates how migration policy functions as an administrative tool and as a sociological force that shape the moral boundaries of citizenship. It concludes by reflecting on implications for health equity, social justice, and the politics of belonging in contemporary Britain.

Rights, Violence & Crime

Soundtracks of Social Change: Folk Music as Cultural Representation and Resistance against Social Harm in the UK and USA, 1930-1970

Ruby Brown

(Leeds Beckett University)

This interdisciplinary PhD thesis aims to explore the power of folk music as a means of resistance in the UK and USA during the twentieth century, highlighting the ability of this genre to shape individuals' perception of oppressive societal structures that contribute to the social harms people experience within this capitalist system, and subsequently protest against them. Folk music has a rich historical tradition of storytelling and social commentary, where songs have been produced and reproduced across centuries, this has cemented its ability to challenge narratives related to oppression, crime and justice, along with social control. This commentary has been particularly prominent throughout the twentieth century, where folk music existed with and apart of political spaces, operating as a genre for encouraging collective action. This research aims to enhance understanding around the importance of music in mobilising and sustaining protest by impacting individuals' perception of the harms experienced

through societal structures. Furthermore, this study asserts that there are important lessons to be learnt from these historical antecedents for both present and future social movements.

From Enemy Criminal Law to Necropolitics: Legal Mechanisms of Social Death in Brazil

Nina Lins

This paper sets out to explore the manner in which Brazilian law enforcement institutions construct the category of "enemy", with a view to examining the ways in which this process serves to legitimize and justify systemic violence, with a particular focus on instances of violence directed towards Black and peripheral populations. The analysis draws upon Günther Jakobs' theory of the Criminal Law of the Enemy, positioning itself within a sociological framework that understands the legal system not as a neutral apparatus, but as an ideological instrument of social control.

The present paper employs the theoretical frameworks of Michel Foucault's biopolitics, Giorgio Agamben's state of exception, and Achille Mbembe's necropolitics to demonstrate how legal norms are suspended to enable the selective exercise of ultimate power, determining who may live and who must die.

Additionally the study employs the theoretical frameworks of Loïc Wacquant's concept of the penal state and Silvio Almeida's theory of structural racism to argue that Brazilian public security policies embody a punitive governance model that substitutes social policy with state-sponsored repression. Furthermore, the text examines the sociocultural dynamics behind what is termed here the "Wild West gratification": policy that normalises and even celebrates extrajudicial violence as a form of instant justice. The present study explores the interplay between law, race and class, highlighting the manner in which democratic institutions are eroded by practices that reduce specific populations to a state of permanent exclusion and symbolic disposability.

A Continuum of Impunity: Experiences of Unwanted Sexual Behaviour amongst Northern Irish Women

Kim Mcfalone

(University of Manchester)

Northern Ireland is a post-conflict society with escalating rates of sexual violence against women (PSNI Statistics Branch, 2023) and the second-highest level femicide in Europe (EIGE, 2021). These trends are not uncommon in post-conflict societies, however there is a lack of research into this phenomenon and how it impacts women's everyday lives. This paper will be a discussion of my findings from my PhD project looking at Northern Irish women's experiences of unwanted sexual behaviour from men in everyday life. Data was collected using surveys and interviews combined with creative methods – this paper will focus largely on interview findings. I am comparing the experiences of women who lived through The Troubles and those who grew up post-conflict, examining the temporal shifts in these experiences and the forms of male behaviour which have persisted or changed across the gendered continuum of violence (Swaine, 2018). I am also considering intersectional differences such as religious background, gender identity, sexuality, class and motherhood in analysis to further understand the impact these characteristics have on lived experiences of unwanted behaviour.

Science, Technology & Digital Studies

Data Supply for Sociological Research: The UK Data Service

Beate Lichtwardt

(UK Data Service, University of Essex)

For 58 years, the UK Data Archive - founded in 1967 as the Social Science Research Council (SSRC) Data Bank and now lead partner of the UK Data Service (UKDS) - has been a major 'blood supply' for sociological research, providing access to high quality data. With a collection of more than 10,130 studies, the UKDS is the principal repository for economic, population, and social research data in the UK and comprises nationally and internationally significant datasets. As hosts of the largest trusted

digital archive of its kind, our expertise in the collection, preservation, data literacy, and managing long-term access to high quality data is the culmination of nearly 60 years of sustained investment by the Economic and Social Research Council (ESRC) in the UK's research data infrastructure. Our expertise continues to transform social science research, teaching and learning as we not only provide data access but also multi-faceted support and training (e.g. online and in-person training events, online training materials, teaching materials, guidance, a dedicated Helpdesk as well as advice for your projects from planning your research to depositing your data with us, a requirement for ESRC-funded research projects). This poster showcases our offerings and highlights newer developments, such as access to controlled international data via our involvements in the 'International Data Access Network' IDAN and SSHOC, and new opportunities for accessing linked data and linking data yourself via our Trusted Research Environment, the UKDS SecureLab.

How Instagram Changes Artworks and Aesthetic Experiences

Xiaoyu Hao

(University of Edinburgh)

The internet has radically changed the manner in which individuals populate, surf, negotiate, and share the contents in the stream of information (Kholeif, 2014). On Instagram, it appears to be a free space in the discourse where art can be renegotiated and reimagined, giving artists a way out of traditional institutions (Kholeif, 2014; MacDowall & Budge, 2021). But is Instagram truly a utopia that empowers contemporary artists and fosters artistic freedom? How have Instagram's platform characteristics reshaped art practices in the art worlds (such as artists, audiences, and critics) and the related aesthetic experiences?

Surveillance capitalism (Zuboff, 2015, 2019) describes a new logic of accumulation built through the extraction and analysis of big data. It reshapes asymmetric power structures, and through instrumental power enables the monitoring, prediction, and intervention of behaviour, leading to dehumanisation and the pursuit of commercial gain. Drawing on Zuboff's concept of surveillance capitalism and Becker's (1982) art worlds, this paper examines art practices on Instagram. First, it explores how Instagram, under surveillance capitalism, changes the labour of artists and in turn the artworks themselves. Second, it analyses Instagram's mass art appeal and the manipulation of aesthetic experiences among actors in the art worlds. Lastly, it discusses the gap in applying surveillance capitalism to the analysis of art practices on Instagram.

Cloud Memories and Algorithmic Recall: iCloud, AI Sorting, and Ownership

Abodid Sahoo, Yashaswinee Sahoo

(Royal College of Art)

What happens when we make more photographs than we can live with; when most frames feel futile, yet a few matter intensely. This study examines how photographic excess, cloud platforms, and AI sorting shape memory, care, and ownership. It asks whose images these are at the end of the day, and who decides what returns to us as "a memory." Methods draw on autoethnography and visual analysis: I analyse my long-running personal archive (with over 180,000 images), writing on and about selected images across time and place; I also work with others to co-view their phone and iCloud archives, using brief elicitation interviews to surface what they keep, delete, hide, or share. Conversations are treated as ethnographic data; materials include images, their metadata, and platform resurfacing events such as "Memories," face clustering, and search prompts.

Analysis identifies recurring patterns: overwhelm from volume; anchor images that carry disproportionate meaning; algorithmic resurfacing that edits what feels salient; and uncertainty about ownership and consent once images circulate through backups, shared albums, or AI-indexed faces. Findings show that platforms act as memory partners, not neutral storage; they reorder attachment by deciding what is shown, when, and to whom. The paper offers a clear, repeatable approach of archived, platform-aware autoethnography that turns private image collections into shared social knowledge. It clarifies how people live with too many pictures while keeping a few close, and it reframes the central question from storage to stewardship: who remembers, who controls, and who consents.

Theory

Knowledge in Transition: Chinese Intellectuals' Interventions in the Discursive Formation of Capitalism throughout the 20th Century

Yihua Yang

(University of Cambridge)

The purpose of this research is to examine the concept of capitalism in China in relation to the interplay between intellectual interventions and the socio-political context of the three critical periods of the 20th century – an era of great political unrest for the country. Specifically, it explores the multi-layered reasons behind the successful dissemination of three Chinese intellectuals' theory of capitalism, with an emphasis on examining the influence of the early 1900s' urgent call for societal reform (Li Dazhao), a process of state canonisation since the founding of the People's Republic of China (PRC) in 1949 (Mao Zedong), and the need for a dance between state control and market economy since the Chinese economic reform in 1978 (Deng Xiaoping). The study situates itself within Baert's (2012) theoretical framework of 'positioning theory', which emphasises the relational nature and effect-focused approach of intellectual interventions, and aims to utilise this theory for studying the discursive formation and dissemination of a Western concept in a non-Western context. The following questions are set out to be investigated:

1. How did the 20th-century Chinese intellectuals who conceptualised capitalism negotiate their own positioning faced with the need to advance the country's development?
2. What historical processes shaped the canonisation of literature on capitalism in the context of societal reform and centralised state power throughout 20th-century China?

Work, Employment & Economic Life

It Is Not a Means Girl Movie

Mary Shek

(Open University)

Bullying is a persistent issue in nursing worldwide. Overseas Trained nurses (ORN) experience a higher rate of bullying and discrimination. The International Council of Nursing charter (2023) emphasizes the importance of ensuring safe working conditions and respect for ORNs. Yet, research indicates that ORNs often face bullying, discrimination, racism, and challenges in career progression. Bullying not only affects individual nurses but also has broader implications for staff burnout, turnover, patient safety, and financial costs to healthcare systems.

In UK, one of the top five non-EU countries contributing to the nursing workforce is the Philippines and there is a current gap in the literature in about these nurses bullying experiences in UK. the experience of bullying of these nurses. Using Interpretative Phenomenology Analysis methodology, and an intersectionality lens, the study explores the lived experiences of Filipino migrant women nurses in the NHS. Using photo voice and interviews, the participants are equal partners in the study.

Analysis of factors experienced through migration is relevant as it raises key questions around marginalisation, exploitation and vulnerability of migrants. The study contributes to the NHS principles of the People Promise of being compassionate and inclusive and having a voice, as well as being safe and healthy. This study aims to provide a safe space for authentic dialogue on bullying in relation to racism and intersectionality in academic and practical nursing settings.