The Sociological Association of Ireland (SAI)
43rd Annual Conference

13th – 14th May 2016

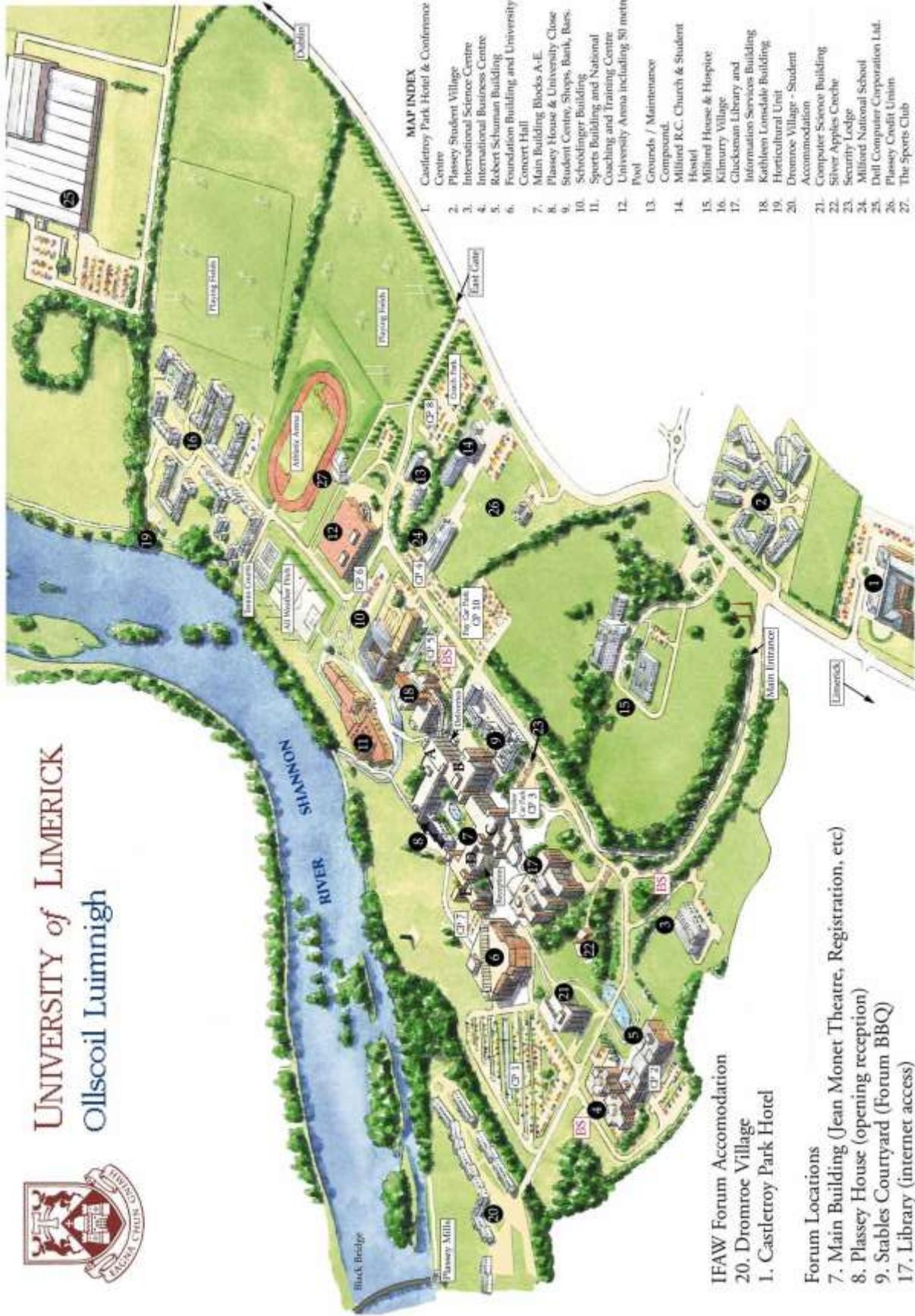# Kemmy Business School, University of Limerick
#SAIConf2016

UNIVERSITY of LIMERICK
Ollscoil Luimnigh

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1. Castletroy Park Hotel & Conference Centre
2. Plassey Student Village
3. International Science Centre
4. International Business Centre
5. Robert Schuman Building
6. Foundation Building and University Concert Hall
7. Main Building Blocks A-E
8. Plassey House & University Close
9. Student Centre, Shops, Bank, Bars.
10. Schrödinger Building
11. Sports Building and National Coaching and Training Centre
12. University Arena including 50 metre Pool
13. Grounds / Maintenance Compound.
14. Milford R.C. Church & Student Hostel
15. Milford House & Hospice
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17. Glucksman Library and Information Services Building
18. Kathleen Lonsdale Building, Horticultural Unit
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20. Dromroe Village - Student Accommodation
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22. Silver Apples Creche
23. Security Lodge
24. Milford National School
25. Dell Computer Corporation Ltd.
26. Plassey Credit Union
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IFAW Forum Accomodation
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Forum Locations
7. Main Building (Jean Monet Theatre, Registration, etc)
8. Plassey House (opening reception)
9. Stables Courtyard (Forum BBQ)
17. Library (internet access)

RIVER SHANNON

Dublin

East Gate

Limerick

Black Bridge

Plassey Mills

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Conference Programme
At a Glance

FRIDAY			
9.30 Registration			
10.00 -11.30	**Teaching Sociology Well: Institutional, Intellectual and Practical Challenges and Possibilities** Hosted by the *Irish Journal of Sociology*	**Negotiating precarious work:** Michael Murphy Amy Healy & Sean O'Riain Carmen Kuhling Lukasz Dabkowski	**Promoting inclusivity in education:** Niall Hanlon Eamonn Furey Maighread Tobin
11.45 - 1.15	**Roundtable: Irish Families at the Centenary: Gender, Class and Generation**		**Roundtable: Gender, Work and Knowledge Production in Neoliberal Times**
1.15 – 2.15	**Lunch & Poster Exhibition**		
2.15-3.45	**'We make our own history'** Laurence Cox Fergal Finnegan Marie Moran Colin Coulter		**Racialising institutional logics** Jill McCorkel Bridgett Carey Kathleen Sheehan Silvia Brandi
3.45 - 4.15	**Coffee**		
4.15 - 5.15	**Troubling Internationalisation in Higher Education: Thinking Higher Education Otherwise**		**Spatial exclusions** Ann Leahy Chris Lowe
5.30 - 7.00	**Keynote - Lisa McKenzie** **Precarious lives: Stigmatising and de-valuing the working class**		
7.00 - 7.30	**Wine reception and presentation for Pat O'Connor**		
8.00	**Conference Dinner @ Scholars – additional booking required**		

SATURDAY			
9.30 Registration			
10.00 -11.30	**Engaging Methodologies, Transforming Pedagogies: Issues Arising at the Intersections of Arts/Research Practices**	**Stigmatised families:** Susan Flynn Crosse & Millar Lisa Moran, Sheila Garrity, Caroline McGregor & Carmel Devaney Ciara Bradley	**Inclusion? Exclusion? Emotion.** Kasia Kozien Martin Power, et al Niall Cunningham James Carr
11.45 - 1.15	**Roundtable: Austerity and the Politics of Class: The British and Irish Experience** Dan Finn, Martin Power and Lisa McKenzie	**Inside the Editor's Mind** Hosted by the *Irish Journal of Sociology* Brian Conway & Greg Mayne	
1.15- 1.45	**Lunch**		
1.45 - 2.45	**AGM**		
2.45 - 4.15	**Negotiating inclusion** Ann Averill Amanda Haynes & Jennifer Schweppe Robert O'Keeffe Lucy Michael	**Online intimacies and identities** Angela Nagle Roisin Ryan-Flood Paul Ryan	
4.15 – 5.45	**PLENARY PANEL** **The Right to Water in the Age of Austerity: Social Movements in Ireland and Beyond** Hosted by the *Irish Journal of Sociology*		
6.00	**Drinks and dinner (option) at The Stables**		

NOTICES

Irish Journal of Sociology

Submit your paper to the Irish Journal of Sociology (IJS)
at http://mc.manuscriptcentral.com/mijs

Note that the journal's goal is to render a first editorial decision within 5 weeks. The Editor
will be available for discussion at the Annual Conference. For more detail about the IJS,
see http://irj.sagepub.com

Annual General Meeting

The AGM of the Sociological Association of Ireland is held at the Annual Conference to ensure
a wide audience from institutions across Ireland. Annual accounts will be presented, and
elections for committee positions held. All members are encouraged to attend to contribute to
the direction of the Association for the year ahead.

SAI Executive Committee Elections

Officer and Ordinary Committee Member positions will be filled by election at the AGM. To
be eligible to stand for election, you must be a current member of the SAI, and be nominated
and seconded by 2 SAI members. The SAI Executive meets several times a year to plan events
and respond to issues raised by members. To stand for election to the committee, please contact
Lucy Michael l.michael@ulster.ac.uk with your name and the name of two members who
support your nomination by midnight Friday 13 May.

Thanks to all of the Executive Committee members who have served the Association and we
wish them well with their new free time!

SAI Website

The new look SAI website launched on February 2nd 2015 has received considerable traffic
over the past year; increasing the SAI's online visibility and promoting sociology in Ireland.
The site now receives on average about 400 unique visitors a week. Increased traffic to the
site has been helped by a linked Twitter account (@Soc_Assoc_Ire) with over 500 followers.
On the 22nd March 2016 a record number of daily site views was recorded, with 3695 site
views for that day alone. The site is constantly growing and developing. A designated
members only area offers online access to the Irish Journal of Sociology, and it is hoped in
time this area will contain other useful features for SAI members.

TWITTER

We would love you to tweet from the Annual Conference to share the good research that
coming out of Irish sociology. Please use the hashtag #SAIConf2016

Conference Programme

9.30am   Registration

                           Venue: Kemmy Business School, University of Limerick

10.00am – 11.00am

Session A: Teaching Sociology Well: Institutional, Intellectual and Practical Challenges and Possibilities

Hosted by the *Irish Journal of Sociology*

Audrey Bryan, St. Patrick's College, Drumconda,
The Sociology Classroom as a Pedagogical Site of Discomfort: Difficult Knowledge and the Emotional Dynamics of Teaching and Learning
Niamh Gaynor, Dublin City University
Shopping to Save the World? Reclaiming Global Citizenship within Higher Education
Carmel Hannan, University of Limerick
Teaching Stats: A Crisis in Irish Sociology?
Sara O'Sullivan, University College Dublin
Teaching Sociology in an Age of Teaching 'Excellence'
Timothy White, Xavier University, USA
Historical Sociology in the Field: Teaching Irish Identity through Field Experience

Session B: Negotiating precarious work

Michael Murphy (IADT)

Organising Musicians in Ireland

Who determines the conditions for musicians in the Irish music industry? This question is frequently ignored by the sociological studies of that music industry. In an attempt to redress this deficit, I want to examine how musicians in Ireland attempted to protect their rights and their labour conditions. This paper maps some distinctive ways in which musicians in the Republic of Ireland formed alliances to protect their working conditions. These alliances are placed in the context of Ireland's relationship with Britain and the United States, and the relationship between local and international trade unions. This history indicates that Irish musicians were supported during local disputes by the Musician's Union in Britain; trade unions successfully engaged in trans-national relationships. However, the Irish case also indicates that the different practices of the Irish and British unions resulted in distinctive live music entertainment experiences in both countries. Against this background I examine the Irish visits of US acts including Stan Kenton and Jim Reeves, who were banned at the time from playing in Britain with their US backing bands.

Amy Healy/Sean O Riain (MU)

How do changing worlds of work across Europe shape workers' changing experiences of work?

This paper uses the European Working Conditions Survey to examine workers' experience of work from 1995 to 2010 along four dimensions of work 'outcomes' – intensity, intrusion, insecurity and income stress. It identifies 10 workplace regimes (based on latent class analysis of variables representing the labour process, employment relationship and time structure of work) and includes long established modes of work organisation, such as variants of Simple and Taylorist work, and more 'modern' production systems such as lean and learning work. The analysis then examines combinations of outcomes for workers across these regimes, controlling for demographic, occupational and sectoral variables. We explore the trade-offs across these regimes. Some 'modern' regimes trade off the intensification and extensification of work for enhanced employment security and income. Others do not have such a trade-off, with high intensity combined with poor labour market outcomes – this is particularly true of variants of Taylorist work. Finally, we identify two clusters of workplace regimes that are protected to different degrees from intensification – a professional, often public sector, 'Learning' workplace and the 'Simple' work regimes of poorly rewarded service work. What possibilities exist in the changing worlds of work to move to 'better trade-offs'? Where do these currently exist – for which workers, in which sectors and worlds of capitalism?

Carmen Kuhling (UL)

Neoliberal Governmentality in Third-Level Education: the 'Academic Precariat' and the 'Ivory Cage'

The term 'the academic precariat' has entered into social science discourse to refer to the growing army of underpaid, vulnerable 'second class citizens' (Gappa and Leslie, 1993) on hourly or short- term contracts in Third Level institutions who experience increasing indebtedness, job insecurity and poverty yet have little or no opportunity for career progression. Existing Irish literature tends to focus on the new forms stratification this precarious work reveals in academia described as a 'two tiered system', or the poor conditions of work described as an 'Ivory Cage (Coirtois and O'Keeffe, 2015) or a 'hamster wheel' (Ivencheva, 2015). This paper will attempt to add to this literature in focusing on the subjective experience of precarious work in terms of how misrecognition and disrespect in workplace contexts can inhibit health and well-being (Honneth, 2003). It will also examine Standing's (2011) claim that workers are likely to experience anxiety, anomie, alienation and anger. While sociological literature identifies social capital (Putnam, 1998) as a resource for combating adversity and exclusion, enforced job competition with peers and a lack of recognition of their precarious circumstances from more privileged and senior lectures inhibits the development of collective bases of solidarity with other academics. The growth of the 'new academic precariat' is but one example of the breakdown of collective bases of solidarity, reciprocity and collective structures of meaning under conditions of neoliberalism.

Lukasz Dabkowski (UCC)

"That's not what I meant, boss!" – cultural scripts of the immigrant workers' and their impact on the modern workplace.

Cultural scripts, metanarratives omnipresent in the communication, articulate cultural norms, values, and practices. These practices are accessible to cultural insiders, and can lead to

unintentional intercultural misunderstanding. The following article presents results of an ethnographic research conducted among employees of a leading electronic manufacturer. The study looked at the building of interpersonal ties between employees and their communication strategies. Its particular focus was on the three types of interactions involving the immigrants from the New Accession countries - immigrants workers-lower management, the workers unions-immigrant workers, and the Irish worker-immigrant worker. The corporation, called here "PEAR", seeks to create an atmosphere of loyalty between the elements of the 'employees - management- employer' triangle. This relationship requires maintaining interpersonal connections. The company's policy makes the employee's interpersonal skills important for the working conditions; however it also affects the employment security where workers unions representatives are also employees. The study has shown the importance of the communication skills; more so for the employees with different cultural capital. Small talk, a casual conversation considered to be superfluous to the institutional and organizational context, can become an important skill. It can help establish worker's position in relation to other employees and the management. Failing to maintain social connections means lowering their employment security, especially for immigrant workers. The study applies sociolinguistics and pragmatics of communication, to analyze how the 'cultural scripts' affect the workplace.

Session C: Promoting inclusivity in education

Niall Hanlon (DBS)

Engaging Men in Gender Awareness and Equality in Higher Education

Higher education operates within a cultural milieu where gendered / sexual minorities (lesbian, gay, bisexual, transgender, intersex and queer) are realising greater respect and recognition. Supporting diversity and promoting inclusivity is central to Irish education policy (Hunt, 2011) and academic institutions have a duty to prevent discrimination and sexual harassment whilst providing equality of respect (Equal Status Acts 2000-2004). Despite this, sexism, homophobia and gender-based-violence are part of the everyday sexism experienced by many in college (Union of Students in Ireland, 2015). Young men are not immune to problems routed in gender - notably in relation to health and risk-taking behaviours, homophobic bullying and youth violence. College men are a resource in combatting inequality (DeKeseredy et al., 2000), within a wider context where the agency of men in supporting equality is envisioned (Connell, 2003, Scambor et al., 2014) (e.g. see HeForShe and the White Ribbon Campaigns). This paper analyses the practice of engaging men and masculinities in gender awareness and equality within the context of higher education.

Eamonn Furey (NUIG)

Redefining the Role of Teachers

The Home, School, Community Liaison Programme was introduced in 1992 in an attempt to deliver a multiagency approach to combat educational disadvantage. Sociologists and educationalists including Pierre Bourdieu (1977) Paulo Freire (1998) have published widely on the area of educational disadvantage. Bourdieu suggests that the education system generally only recognises those children who identify with the language and codes of the dominant classes. Freire suggests that cultural differences exist between teachers and children but a socialisation process occurs over time, thus cultural and class differences must still be accepted and not used as a means of alienating children from marginalised backgrounds.

This paper analyses the experiences of those working within the HSCL's delivery and their interactions with other teachers, parents and community partners. I suggest that despite the focus of the Programme being upon breaking down social barriers between schools and families, the policy faces significant challenges within the area of promoting a school-wide approach. Interview findings suggest that teachers focus on teaching their given subjects and very often do not understand the problems pertaining to poverty and inequality, which concurs with the thoughts of Bourdieu (1977). This brings into question the changing role of the teacher. Hence, I argue that the Programme requires new dimensions in teaching with a responsibility for pedagogy, emotional counselling, welfare protection and community liaison duties required which creates a problematical working environment. I conclude by asserting that such challenges have led to ambiguity within interpretation, practice and measurement of success within the HSCL.

Maighread Tobin (MU)

Literacy in Twentieth Century Ireland

A pervasive *discourse of literacy* in Ireland constructs the Irish people as a highly literate population. Figures from the 1901 Census are regularly cited as evidence that Ireland was fully literate by the early twentieth century. In the twenty first century, literacy difficulties are popularly associated with the non-Irish 'Other', while precariously- funded adult literacy provisions reflect minimal concerns at the policy-making level.

This paper arises from a Foucauldian genealogical study of literacy in Ireland. It addresses the question: What discourses of literacy circulated in twentieth century Ireland, and what were their material implications? The data comprises statements on literacy, located in texts published between 1901 and 1980. These statements relate to three domains of mainstream Irish life: education, books and reading, and employment. They include accounts of widespread literacy difficulties that never entered the public sphere.

The analysis explicates several intertwining discourses of literacy circulating in the twentieth century. A *discourse of deficiency* pre-existed Irish independence, while Irish nationalists shared a *discourse of superior intellect*. A *discourse of illiteracy* positioned the illiterate person in an inferior and negative status. Discourses that constructed positive subject positions for those with literacy difficulties were confined to areas that were themselves marginalised in mainstream Irish society. A long-established *discourse of elite literacy* co-existed with a *discourse of egalitarianism* in the newly established republic. These findings provide the basis for an alternative account of literacy in twentieth century Ireland, countering the current discourse that disowns and excludes those with poor literacy.

11.45am - 1.15pm

<u>Roundtables</u>

Session A: Irish Families at the Centenary: Gender, Class and Generation

At this roundtable participants will reflect on how new data sources, methodologies and theoretical perspectives provide an opportunity to re-vision the transformation of Irish families and their futures. In recent decades, major new quantitative and qualitative longitudinal datasets have become available to researchers, creating the potential both for new questions about changing Irish families and for new answers to old questions, through an inter-generational lens. Critical theoretical perspectives, including feminism and class analysis, draw our attention to questions of power within and between families, households and kinship groups. The roundtable will provide an opportunity to discuss new published scholarship on Irish families that draws on these innovative methodologies and theoretical perspectives. We anticipate a lively discussion about the future direction of cutting-edge sociological research on family life in Ireland.

Participants:

Ms. Ruth Geraghty, Data Curator for the Children's Research Network, Centre for Effective Services, Dublin (rgeraghty.crn@effectiveservices.org)

Dr. Jane Gray, Department of Sociology, Maynooth University (main contact for roundtable: jane.gray@nuim.ie)

Dr. Carmel Hannan, Department of Sociology, University of Limerick (Carmel.Hannan@ul.ie)

Professor Pat O'Connor, Department of Sociology, University of Limerick (Pat.O'Connor@ul.ie)

Dr. David Ralph, Department of Sociology, Trinity College Dublin (RALPHDA@tcd.ie)

Session B: Gender, Work and Knowledge Production in Neoliberal Times

Contexts including higher education, business and cultural industries such as the media are well established as gender unequal spheres of knowledge production and work where public and private interests have aimed to diversify, gender mainstream and improve gender representation drawing on a variety of rationales. Policies for change such as emphases on accountability, excellence, improving gender representation in leadership roles, diversifying disciplines and workplaces have had profound impacts on the dynamics of power and gender in these different contexts (Avdelidou, Fisher and Kirton,2015; Ferree and Zippel, 2015; Gill 2002; Hesmondalgh and Baker, 2011; Mayer et al., 2009; O'Connor, 2014;Prugl and True, 2014; Roberts, 2014). An analysis of these dynamics involves an assessment of the paradoxes that arise as gender equality politics intersect with liberal as well as neoliberal reform projects in universities and in other public and private spheres (Bustelo, Ferguson and Forrest in press; Elomäki,2015; Ferree and Zippel 2015; Mountz, 2015 et al.). In this roundtable we present work in progress that explores responses and strategies that workers employ as they operate in neo-liberal contexts, including feminist collective resistance. As such this stream also allows

for an assessment of debates around the intersection between feminism and neoliberalism (Eschle and Maiguashca,2013; Fraser, 2013; McRobbie , 2008; Newman,2013; Walby,2011). Papers will focus on gendered analysis of public intellectuals, media production, women in business and education in an era of where knowledge production and knowledge work are changing and being changed in gendered terms as a function of struggle and contest over what constitutes `reform' in a neo-liberal context.

Participants:

Dr . Pauline Cullen Sociology Maynooth University (MU) Pauline.cullen@nuim.ie

Dr. Anne O Brien Kairos Communications and Media Studies MU anneobrien@kairoscomms.ie

Dr. Mary P. Murphy Sociology MU mary.p.murphy@nuim.ie

Professor Mary Corcoran Sociology MU mary.corcoran@nuim.ie

Dr. Delma Byrne Sociology MU delma.byrne@nuim.ie

1.15pm – 2.15pm

Lunch & Poster Exhibition

2.15pm – 3.45pm

Session A: Roundtable 'We make our own history: Marxism and social movements in the twilight of neoliberalism'

The year 2014 saw the publication of the book *We Make Our Own History: Marxism, Social Movements and the Crisis of Neoliberalism* (Pluto Press). A collaboration between Laurence Cox and Alf Gunvald Nilsen, this book represents a landmark publication in many respects. *We Make Our Own History* explores the potential value of social theory as a resource for political praxis. Within this it examines the nature of current and historical social movements both from below and above and speculates on the political possibilities that arise from the ideological exhaustion that in part constitutes the current moment of global crisis. While the scope of the book is inherently global it also has a great deal to say about social forces closer to home. Indeed, *We Make Our Own History* is arguably one of the most substantial works devoted to social movements emerging (in part) from an Irish context. In this roundtable, one of its authors, Laurence Cox, will discuss some of the themes of the book with other social scientists who share similar interests but who do not always draw the same conclusions.

Participants:
Laurence Cox (Sociology, Maynooth),
Fergal Finnegan (Adult and Community Education, Maynooth),
Marie Moran (Equality Studies, UCD)
Colin Coulter (Sociology, MU)

Session B: Racialising institutional logics

Jill McCorkel (Villanova, USA)

From "Good Girls" to "Real Criminals": Dissecting the Market Logic and Racial Politics of the Mass Incarceration of Women in the United States.

By now, the story of how the Drug War gave rise to the phenomenon of mass incarceration in the United States is a familiar one: the implementation of lengthy, mandatory minimum sentences for drug-related offenses and extensive deployment of law enforcement to targeted communities (primarily African American and Latino, urban neighborhoods) sent millions of Americans to prison and made the U.S. the world leader in incarceration. What is less familiar is the impact of this on women, particularly African American and Latina women. From the mid 1990s forward to the present day, the rate at which the U.S. incarcerates women is historically and globally unprecedented. Indeed, a recent report from the International Centre for Prison Studies finds that the U.S. incarcerates nearly a third of the world's women prisoners (China and Russia place a very distant second and third). The staggering increase in the number of incarcerated women has had profound consequences for women's prisons, shaping both the ideology and practice of punishment & control. Based on my extensive ethnographic research in American prisons, I examine the role that private companies and racial logic played in shaping punitive punishment outcomes, with a particular focus on how African American and Latina women are simultaneously being framed as a source of pathology and profit.

Bridgette Carey (UCC)

Asylum Seekers' use of Temporal Emotion Work

Through the testimonies and accounts of asylum-seekers in Ireland, this research reveals many ways in which the experiences within Direct Provision were emotionally and temporally difficult. The denial of basic life progression through work and education alongside restrictive financial resources and a total lack of flexibility and variation within the institutionalised environment of Direct Provision left the asylum-seekers distressed. By speaking with the asylum-seekers, drawing on and applying a 'Temporal Emotion Work' theoretical framework, the research gives an understanding of how the asylum-seekers resisted the limbo of life within Direct Provision through managing their experiences of time and emotion. This research examines how the asylum-seekers attempted to reconcile their situational and emotional realities with their needs.

What do asylum-seekers manage when the pace of life slows to an un-natural crawl?

Kathleen Sheehan (TCD)

Reconciling Instrumental and Expressive Aims: The case of the field of nonprofits that support asylum seekers in Ireland

According social capital theory, different network structures are more or less suited for different goals. A network with a strong core and loosely connected periphery is theoretically the most efficient structure for instrumental aims, such as accessing funding. Meanwhile a dense, decentralized network is best suited to expressive aims, such as promoting trust and shared identities. Nonprofits that support asylum seekers in Ireland pursue both instrumental and expressive aims. This presentation will argue that referral relationships act as an inter-

organisational template that allows the field to maintain unity while simultaneously underscoring necessary differences between organisations. The discussion will be based on survey and semi-structured interview data and grounded in the neo-institutional theory of organisations.

Silvia Brandi (UCC)

Trends and debates on Intercountry Adoption policy in the UK and the nexus 'race'-ethnicity-culture: Implications for the Republic of Ireland

This paper provides a review of trends and debates on Intercountry Adoption policy in the UK, which is also known as transnational adoption. It reveals that the practice of adoption itself, even in its domestic variant, has remained heavily racialized at every level. Indeed, the often associated attributes 'transracial' and 'transcultural' point to the continuous salience of 'race', ethnicity and culture in relation to adoption. Specifically, the affirmation of Black radicalism and anti-racism in the UK in the 1980s and its denunciation of Black cultural genocide via transracial adoption marked a turning point in statutory approaches to adoption with the official endorsement of 'racial'/ethnic/culture-matching policies. This standpoint has had an enduring influence on social work practice despite the emergence in the 1990s of a post-structuralist and post-modernist critique of this policy approach's essentialist assumptions and potential dangers. On the other hand, legal and policy trends have been shaped also by the ideological and political beliefs of subsequent British governments. Accordingly, academic commentators have pointed to the progressive weakening of the 'race'/culture-matching orthodoxy since the outset of the twentieth-first century, in line with the shift from strong to weak multiculturalist policies. Finally, this study focuses on the aforementioned polarised theoretical stances underpinning alternative adoption policies and considers the possibility of a conciliatory approach that constructively integrates both theoretical stances and its possible application to the Irish context.

3.45pm – 4.15pm

Session A: Troubling Internationalisation in Higher Education: Thinking Higher Education Otherwise

Su-ming Khoo (School of Political Science and Sociology, NUI Galway and Roland Sintos Coloma, Miami University OH)

Decolonizing Histories of Higher Education at The Intersections of Nation, Ethnie and Gender – Reflections on the Autobiographies of Research Questions

This paper responds to, and extends, the argument that empire juxtaposes the construction of modern subjects with the inculcation of Western education, by taking an intersectional approach that starts again with Spivak's rhetorical question: 'can the subaltern speak'? Underpinning internationalising higher education is a set of center-periphery dynamics embodying uneven power relations through flows of people, teachers, students, scholarships and policies. Such hegemony is often resisted through emancipatory nationalist and educational reform efforts. Against a backdrop of crisis, recovery and nationalist commemoration in the postcolony of

Ireland, questions have been raised about the epistemic erasures of commemorated histories and the gendered, linguistic, and racialized silences that have been embodied within these

histories. The 'Waking the Feminists' initiative provokes higher education researchers in Ireland to give due recognition to alternative approaches that include hidden 'herstories' of difference, struggle and solidarity that challenge the 'histories' of higher education that may or may not be aligned with neoliberal and economistic thinking. This paper applies Jane Miller's 'autobiography of research questions' to interrogate differences of discipline, method and praxis in the context of ongoing research about internationalisations of higher education:

How have our experiences as researchers shaped the questions we want to ask about ethics and internationalisations in higher education? How do the categories of nation, ethnie and gender intersect in the autobiographies of our own research questions and how do we tell and locate our narratives of questioning in decolonial, resistant and alternative visions for higher education?

Lisa Moran (UNESCO Child and Family Research Centre, NUI Galway)

Biographies of Internationalisation': Methodological Reflections on the Biographical Narrative Interpretive Method (BNIM) to Capture International Student's Knowledge, Narratives and Experiences

This paper focuses upon the use of BNIM (Biographical Narrative Interpretive Method) to study everyday acculturation experiences and narratives of internationalisation that are embedded within international student's biographies in NUIG. A growing body of literature focusing on international student experiences of studying and living overseas demonstrates that students actively (re)-negotiate insider/outsider distinctions, discursive conventions and processes of stereotyping and labelling in everyday life, which both shapes and reflects their experiences of studying and living in different nations. However, there appear to be few studies utilising BNIM, while there is limited research on internationalisation in the Irish context. I argue that the conceptual and methodological richness of BNIM is particularly useful for capturing how students conceptualise and 'perform' internationalisation narratives replete with stories, memories of people and place and 'knowledge cultures' that are part of the everyday 'lifescapes' of international students, and are intricately linked to how they interpret internationalisation as a lived, social experience. The paper demonstrates the empirical and analytical value of BNIM though an exploration of some of the data, highlighting the students' life stories are imbued with narratives about social interactions and relationships with members of co-national networks, interactions with so-called 'home' students and experiences of loneliness, emotional attachments to place and social isolation. In addition I argue that BNIM studies of internationalisation offer significant insights for (supra)-national HE policy-making, and for planning and implementing effective services for students in third and fourth level institutes nationally.

Simon Warren (Centre for Excellence in Learning and Teaching, NUI Galway)

Research Selectivity and the Destruction of Authentic Scholarship? The View from the (semi) Periphery – a pilot study

Research selectivity, such as the UK's REF, is becoming a feature of higher education systems worldwide and often associated with the rise of neoliberal modes of governance that translate professional decisions into methods of comparison through league tables making those decisions amenable to control at a distance. Internally this is matched by management techniques to align individual practice and sensibilities to those of institutional strategic objectives. One powerful critique of such selectivity has focused on challenges to academic

identity. Such critiques often arise from what can be called the centres of higher education. This study asks what this experience of research selectivity and neoliberal governmentality looks like in semi-peripheral systems of European higher education such as Ireland and Poland. The paper reports on initial analysis of a pilot study conducted in Ireland focusing on German Studies and Irish Studies because that provided an opportunity to explore linguistic capital as a dimension of the field of study and the semi-peripheral nature of the humanities. Three key themes from the study are reported: the way a systemic issue is experienced and managed as a private trouble; the concern that selectivity is transforming disciplinary practice; and how selectivity is disrupting the epistemic foundations of disciplines.

Session B: Spatial Exclusions

Ann Leahy (MU)

Too many 'false dichotomies'? Exploring the Division between Ageing and Disability in the Provision of Health and Social Care Services in Ireland: A Study with Statutory and Non-Statutory Organisations

In Ireland health and social care services are separately funded and organised for disabled and older people using age 65 as the administrative boundary. This results in a different engagement with health and social care services depending on whether disability is first experienced before or after age 65. This is known to create particular difficulties for some groups. Part of a larger study exploring disability in older age, this study sought to understand how the boundary between the two services operates from the perspective of those working on ageing and disability in Ireland. One-to-one interviews were conducted with 15 people from June 2015. The study found that the strict funding and organisational boundary is considered illogical, inflexible and not delivering person-centred care. Participants simultaneously acknowledged that people could experience disablement with ageing and not be seen as disabled, just 'elderly' or 'older people.' This thinking is reinforced in turn by the separate funding and organisational structures of the two services, affecting how people perceive what it is to be disabled and older and informing what supports and services are considered appropriate to older disabled people. Findings suggest that bio-psychosocial understandings of disability invoked within the disability sector can encompass those experiencing disability for the first time in older age within the category 'disabled'. The study discusses bio-psychosocial models of disability as a way of understanding disability in older age that avoids a return to the old individualistic 'decline and loss paradigm'.

Chris Lowe (MU)

We need a new destination: from car dependence to eco-ability

There is a potentially antagonistic relationship between environmentalists and the disability rights movement. As access to work and spaces of sociability are often dependent on access to private transport, solutions to car dependency such as car free zones carry the potential to increase the exclusion of disabled people. Additionally unqualified support for car ownership ignores the resulting environmental damage, and that some disabled people will never own a car either due to their financial status or the nature of their impairment. Due to this car dependence can itself contribute to the process of disablement. James Wickham's *Gridlock* suggests social cohesion relies on the inclusion of people within the public (2006) by implication existing transport tensions threaten to place disabled people outside the public.

This paper will draw on the National Disability Survey (2006) and the most recent two census (2006 and 2011) to look at the car dependency and it's alternatives from an eco-ability standpoint, which is a disability/environmental/animal liberation perspective emerging from U.S. critical disability studies. In showing the inter-relationship between the issues of disablement, care and environmental justice it will suggest that Ireland's public transport system needs to be accessible in terms of cost, regularity as well as physically to fully include all disabled people.

The term disabled people is used here as the researcher self identifies as a disabled person, recognising that it is society rather than impairments which exclude us.

Dr. Eileen Hogan and Dr. Eluska Fernandez

'Catching clouds: an ethnographic study of vaping in Cork city'

Current policy debates around e-cigarette use ('vaping') are centred on social and moral concerns that echo public health arguments about the dangers of smoking. Anti-smoking and public health lobbies fear that vaping could undermine the success of tobacco control activities, for example by re-glamorising or re-normalising smoking. However, little is known about vaping as a social practice and its moral dimensions; to date, research on e-cigarettes has mostly focused on the medical and pharmacological (health effects) and on quantitative assessments of e-cigarette use and user profiles. This paper aims to shed some light on the socio-cultural contexts of vaping by presenting research findings from qualitative (ethnographic) enquiry into physical and virtual sites of vaping practices. These sites have, beyond their commercial purpose, emerged as socio-cultural hubs for e-cigarette users and vaping enthusiasts, and participation in these social spaces shape e-cigarette users' experiences and social practices in multitudinal but as yet undocumented ways.

The study methods included participant observation in a centrally-located vape-shop in Cork city and on-site interviews with staff and e-cigarette users. We also engaged in netnographic research through analysing social media (online forums posts) and examined promotional materials (including product packaging, magazines, websites, and adverts). Preliminary observations evidence the emergence of a vaping community, whose members are involved to varying degrees in the production and dissemination of knowledge around vaping practices and products. 'Real world' practices are mirrored in the formation of online groups - comprising both hobbyists and entrepreneurs - that centre on product reviews, technical innovation, experimentation, and product development. Data also indicate that e-cigarette users (most of whom appear to be former smokers) are often vehemently anti-smoking, and many engage in a proselytising mission to convert smokers to vaping. In focusing attention on the social, cultural and moral dimensions of e-cigarette use, this research redresses the dearth of qualitative empirical evidence and expands what is known about vaping practices in innovative directions.

5.30pm – 7.00pm

<u>**Keynote - Lisa McKenzie**</u>

Precarious lives: Stigmatising and de-valuing the working class.

In recent years there have been significant discussions and arguments raised relating to the position and behaviour of those who live in Britain's poorest neighbourhoods. This paper draws upon research within working class communities in Nottingham and East London, families who rely upon public services, welfare benefits and social housing and since 2010 are being subject to harsh cuts in their welfare benefits through austerity policy linked to the banking crash of 2008. The paper addresses the key argument that there has been a significant change in representation of how working class people have been negatively re-branded and stigmatised over the last 30 years. As people with low and no aspiration, and troubled families with 'broken morals'. This paper examines how this dominant and negative rhetoric does the work which is needed in order to push through and justify further and severe welfare cuts which are aimed towards the public sector and working class people. That has taken the working class from relative positions of stability into serious precarity.

7.00pm – 7.30pm

Wine reception

Presentation to Professor Pat O'Connor on her retirement

8.00pm

Conference Dinner in Scholars – additional booking is required

9.30am   Registration

Venue: Kemmy Business School

10.00am – 11.00am

Session A: Engaging Methodologies, Transforming Pedagogies

Issues Arising at the Intersections of Arts/Research Practices

Increasing collaborations among artists and academics reflect a heightened interest in the overlapping fields of critical inquiry, creative practice and education. The confluences of art and research constitute a transdisciplinary nexus of critical approaches to justice, power and social change that centre on the transformative power of creative agency and engaged encounters mobilised by creative practitioners, thinkers and activists. Related scholarship and practices cut across forms of socially engaged arts, participatory/arts-based research and innovations in teaching and learning. They traverse the landscapes of university, public and civic work relating to social inclusion and community development, social justice and human rights. These evolutions signal the importance and potential of interdisciplinary cross-fertilisation in conceptual, practice-based and pedagogical innovations, and highlight the societal relevance of critical scholarship/university engagement with society. This panel explores the possibilities, issues and dilemmas arising in these engagements - in the new forms of cultural production and social analysis; of knowledge and transformative politics; and of alternative methodologies and pedagogies that they inspire.

Catherine Conlon, TCD School of Social Work and Social Policy; conlonce@tcd.ie

Policy Research After The Ontological Turn: Plugging in Philosophy, Theory and Opera.

Social science research for policy has been critiqued as instrumental knowledge at risk of re-inscribing hierarchies of power and knowledge by taking a position of disengagement from critical theoretical and philosophical debates (Buroway, 2004; Shortall, 2012). This paper discusses a project that takes up theoretical challenges posed by poststructuralist and post-humanist theories of the subject and 'plugs in' music composition to a policy commissioned inquiry concerning women concealing pregnancy. The paper considers what recent theoretical shifts from an epistemology of human consciousness to a relational ontology means for how participants, researcher and audience are positioned in empirical inquiry. Addressing post-humanist critiques, an experimental re-presentation translated empirical data into the medium of Opera. This re-presentation followed Mazzei's (2013) concept of data-as-enactment assemblage to re-enact the empirical data so as to mirror an embodied, relational ontology. The re-enactment involved an Opera performance entitled 'The Pregnant Box' staged in a specially constructed confession box involving composition for a Soprano and a wandering choir by music composer Evangelia Rigaki, using a libretto scripted by poet Prof W.N. Herbert after the text of sociological analysis written by Catherine Conlon (Conlon, Rigaki and Herbert, 2014).

This 'sonic re-enactment' is posited as an embodied materialising of the inquiry that both instantised and made visible the inquiry wherein the audience encountered the inquiry as on-going rather than closed. The potential to extend Mazzei's (2013) data-as-enactment assemblage beyond researcher-data-participants-theory-analysis to include audience/public in an affective embodied listening iteration is discussed as a form of socially engaged research.

Alice Feldman, UCD School of Sociology; alice.feldman@ucd.ie

Aesthetic Engagements, Ethical Encounters, Reflexive Solidarities: Working Through Persistent Dilemmas Across the Fields of Socially Engaged Art and Research Practices.

'The aesthetic' is increasingly employed to speak to the transformative potential of sentient engagement and embodied experience to challenge, subvert and transform structures of othering, marginalisation and oppression through the galvanisation of creative agency and diversality. The turn to arts-based approaches in qualitative research therefore has become an increasing feature of this field's longstanding project of decolonising the western Anglo-European Enlightenment formation of knowledge production to cultivate more radical forms of scholarship. At the same time, the 'social turn' in contemporary arts practice draws the power of the aesthetic into social/political analyses and provocations, through a shift from object- to context-based art, from the autonomous artist to collaborative/participatory social engagement.

In both cases, these innovations have introduced both profound possibilities and equally profound dilemmas. Moreover, these confluences, far from 'resolving' (or circumventing) such tenacious dilemmas as reflexivity, ethics, voice, representation, author-ity, accountability and of process versus product, have only deepened them. At many levels, the parallels are striking, as is the extent to which discussion and debate have evolved in the relative isolation of the disciplines in which they have arisen.

In response to Downy's (2009) call for a 'theory of collaboration and participation', in this paper I attempt to draw on and draw together the central strands of these debates to think through the relational basis on which we engage in what are, ultimately, collective acts of knowledge production and social/political intervention, regardless of their form or context. Where ethics and aesthetics are inherent to creative knowledge production, not self-conscious, external criteria or obligations. Where there is no separation between the two: reflexivity is an active and aesthetic form and practice, and aesthetics is itself a form of ethics.

Michael McLoughlin, **Artist; Visiting Lecturer, Limerick School of Art & Design; UCD, College of Social Science & Law, Artist in Residence, 2015.**

Who Draws the Map?: Tracing Community (social and institutional) Through Art Making and Audio Cartography

Ethics in participatory art practice has focused on the participant/artist relationship and specifically on the point of their initial interaction/exchange. Outcomes from these engagements are represented and repositioned within curatorial practice of the hosting repository. The gallery, the collection, the museum, traditionally sees itself as dealing in objects and artworks rather than people and their ideas.

The inquiry in this paper and the artwork discussed has come from art making in social contexts, particularly in the last 15 year. The relational positions and participant/institutional

interactions are often seen as problematic. This artwork discussed here is in itself a provocation to open dialogues.

The paper will discuss ethics within institutional manifestations of participatory art practice with particular respect to authorship, co-authorship and ownership as proposed by a series of audio-cartographic spatial installations entitled, *Cumann*.

Cumann involves mapping place through the interactions and relationships between the communities of interest who in turn define that place. It is an art making process that creates choreographed moments of exchanges through agreed, staged, multi-channel recordings of unmediated conversations between small groups of individuals who share some commonality.

Importantly, people who take part in these recording have Power of Veto over any future installation of this artwork. There is an agreement to that effect with participants. They have full say over whether their recording is exhibited and what happens in 10, or 20 years time. In addition, visiting the installation and standing in the conversation is the only way you can hear it. It is agreed with participants that elements of the recordings are not distributable in an edited, stereo, documentation format.

This paper will discuss the intersubjectivities within the processes involved within this artwork, with a specific focus on institutional interactions in relation to manifestations of the work in Drogheda (April-May 2016) and Limerick (Sept - Nov 2016).

Aideen Quilty, UCD School of Social Policy, Social Justice and Social Work; aideen.quilty@ucd.ie

Challenging the 'Good' University through arts informed disruptive and unruly pedagogies

I will interrogate the potentiality of socially engaged arts practices as they inform 'disruptive' and 'unruly' pedagogies within community based higher education partnerships (CUPs). Through this 'hopeful' (Freire, 2014; Webb, 2013) interrogation I will consider how we might re-make "good" universities (Webb, 2011) as 'engaged institutions' (Gaffikin & Morrissey, 2008) particularly in light of persistent underrepresentation of traditionally underrepresented groups within HE (HEA, 2013). I propose to read 'disruptive' and 'unruly' pedagogies as constituents of a dynamic spatial ecology in which performative action, intervention, and perhaps transformation can occur as students participate in remapping their material and curricular landscapes (Kitchens, 2009: p240). Crucially, these spatial ecologies take into account not only knowledge, content, conceptions and acquisitions, but also values and beliefs, uncertainty and complexity (Savin-Baden, 2008). I argue that locating arts informed/inspired pedagogic provocations as spatial ecologies enables us to consider and critique the notion of the 'good' university.

Session B: Stigmatised families

Susan Flynn (NUIG)

Children with intellectual disability, their families and the economic recession: Serious concerns and practical challenges through an affirmative non-tragedy optic

This paper begins with an introduction to the author's PhD research. The research investigates the impact of the economic downturn on children with intellectual disability, and their families,

within the Republic of Ireland. The research is a work in progress and therefore it is not the purpose of this paper to focus on findings. Rather, the paper presents a thematic and critical discussion on the contextual research, policy and literature on the topic. This is focused upon exposing the serious concerns and practical challenges, which face children with intellectual disability and their families within a climate of economic austerity. The review is specifically framed through the conceptual lens of an affirmative non-tragedy approach. To this end the paper first establishes the meaning and consequence of the approach and how it can be used to progress an explicit human rights approach to children with intellectual disability. Necessarily, within this comes an open and critical establishment of the papers position on disability with regard to its use of terminology and theoretical considerations. In concluding, the paper makes the case for research that prioritises the voices, opinions and perspectives of children with intellectual disability as an aspiration traditionally inconspicuous within disability-focused research.

Rosemary Crosse & Michelle Millar (NUIG)

"You become the sole adult responsible for your children": Divorced and separated mothers experiences of parental responsibility in Ireland.

This paper highlights how in the case of marital breakdown in Ireland parental responsibility falls to the mother and even though the law recognises a clear continuing obligation on fathers, results of this research show that fathers bear relatively little post-divorce responsibility for the care or financial provision of their children.

Underpinned by a feminist approach, this study explored the experiences of fifteen Irish mothers with primary school aged children who have undergone a legal separation and/or divorce; and through a voice centered relational method of analysis (VCRM) identified shared experiences of responsibility. In addition this research examined the needs of this group in order to assess how Irish social policy and service provision respond to these needs.

At the time of separation and divorce fathers maintain decision-making power without a corresponding role in responsibility; mothers continue to assume the primary caretaking role with less security and recognition. Narratives of responsibility are articulated throughout all stages of all of the participants' separation experiences. Mother's responsibilities in the period before separation pertain to childcare and domesticity in line with the traditional role of women in the Irish family. Following separation mother's responsibilities take on added dimensions of dealing with the fall out of the separation, trying to ensure the maintenance of children's paternal relationships and financial provision in addition their care roles.

Accounts of financial responsibility illustrate the women's belief that the State has deposited this added weight on them through their non-intervention approach to maintenance enforcement; by placing responsibility for maintenance enforcement firmly at their door; as well as through the stringent conditions attached to receiving State assistance, evident in the new activation of lone parents and demonstrating non-receipt of maintenance, placing the onus of proof on mothers. The onus of responsibilities was more distressing for those that did not have positive support networks. Structural barriers in terms of the time between physical and legal separation and poor access to financial resources, as well as gendered constraints whereby the division of labour following separation were highly unequal, created a greater need for support from intimate and informal networks.

Accounts pertaining to the period after legalities of separation were finalised and experiences right up to the present day see no change in the mother's stories of responsibility.

Lisa Moran, Sheila Garrity, Caroline Mcgregor, Carmel Devaney (NUIG/UNESCO)

'Hoping for a better tomorrow': A Qualitative Study of Perceptions and Experiences of Asylum Seekers about Direct Provision in Ballyhaunis, Co. Mayo

This paper presents qualitative findings from an evaluation of the 'Greater Tomorrow' Crèche and Ballyhaunis Community Preschool facilities, which are accessed primarily by members of asylum seeking communities in Ballyhaunis, Co. Mayo. Drawing upon qualitative materials from in-depth interviews with parents, key informants, and staff members at the preschool and crèche, we argue that participant's narratives about Direct Provision (DP) are interlinked with concepts of freedom, insider/outsider distinctions, control and resilience that shape and reflect lived experiences of DP in the study area. In addition, we highlight the importance of informal social supports in the lives of asylum seeking parents and children living in DP. In particular, the importance of the crèche and preschool as providers of significant emotional and material supports for parents and children is highlighted. Future policies on asylum in Ireland should accord greater consideration to people's lived experiences of DP; in particular, how parents and children (re)-construct discourses, knowledge and emotions that shape and reflect their everyday lived realities.

Ciara Bradley (MU)

Reproducing Stigma: Single women's experiences of Pregnancy and Motherhood Stigma 1990–2010

This paper explores the experiences of single women who become pregnant and mothers in Ireland between 1990 and 2010. Based on a study which focused on the temporal nature of this experience and the cultural and structural factors that affect it. the Biographic Narrative Interpretive Method (BNIM) was used to elicit self-biographising narratives from three women. These were analysed in depth using clear auditable procedures focussing on both the historical context of the life and the way in which the women told their stories to produce an analysis of the 'situated telling' by an equally 'situated subjectivity'. The culmination of this process is the analysis of 'lived experience' in a cultural-historical context. This paper discusses the findings of this analysis and argues that single women's experience of pregnancy and motherhood is located very much in the social milieu they inhabit both temporally and structurally. This means that although the stigma of 'single' motherhood has shifted in Ireland more broadly over the past three decades, today, stigma is experienced in some socio-locations but not in others. Women negotiate the stigma they face in the personal, cultural and social levels of their lives, employing strategies that draw on material and symbolic resources available to them. Stigma is the key social mechanism that allows inequality to be created and perpetuated for this group of women. Social class, ethnicity and time are among factors that mediate the experience but can also intersect in particular social locations to create a more stigmatized identity.

Session C: Inclusion? Exclusion? Emotion.

Kasia Kozien (TCD)

"Should I stay or should I go?" – factors influencing Polish migrants' decision to return to their home country

"Should I stay or should I go?" is a study that explores the intentions and socio-economic factors influencing migrants' decision over a course of two waves of quantitative interviews

with participants at early stages of their migration. Based on the NORFACE funded research on the early integration of Polish migrants in Ireland, this presentation examines the role of intentions, education, work experiences, social and cultural participation. In addition, I explore the role of friends and family networks on migrants' decision to return to their home country.

Results show that participants younger than 25 years, return in order to finish their education rather than for family-related reasons. This happens in line with their initial intention of staying in Ireland for a limited period of time only and could be viewed as a lifestyle migration. Older migrants, on the other hand, tend to declare from the beginning that they would stay longer. When moving to a new country, they would be accompanied by their partners and sometimes even their children. Depending on their goals and the length of their stay in Ireland, they would be classified as target-earners or permanent migrants.

This study contributes to the larger body of research on return migration by being able to follow up on participants' situation in the second wave of interviews. It allows for the comparison of their initial intentions with their actual actions and enables to identify factors influencing decision to return.

Martin J. Power, Eoin Devereux and Amanda Haynes

Discursive constructions of the anti-water charges protest movement in Ireland.

Resistance to austerity in Ireland has until recently been largely muted. In 2013 domestic water charges were introduced and throughout 2014 a series of protests against the charges emerged, culminating in over 90 separate marches on November 1st. In this chapter we examine the discourses which are produced and circulated by politicians and the mainstream media about this protest movement, and offer a brief insight into the contemporary Irish context of austerity and crisis. Our interest in how such discourses contribute to and reproduce hegemony is influenced by Neo-Marxist and Foucauldian approaches (see Van Dijk, 1998; Deacon et al. 1999).

We analyse the role of the phrase "sinister fringe" as a discursive device, and unpick the ways in which it has been used to explain the water charges protests to the Irish public. Our chapter is based upon a sample drawn from print and broadcast media, between 1st February 2014 and 1st September 2015, a period which pre-dates the first protests. The titles examined were *The Irish Times*; *The Irish Examiner*; *The Sunday Business Post*; *The Irish Daily Mail*; *The Sunday Independent* and *The Irish Independent*. We also purposively sampled from current affairs television (two episodes of RTE's *Prime Time* broadcast in November 2014) and radio programming (an episode of *Breakfast* on Newstalk which featured an interview of significance concerning the protests).

Our conclusions speak to the currency of the protest paradigm as a means of understanding news media reporting of protest. We raise concerns regarding the effects of this dominant frame on deliberative democracy. We conclude that the media practices and values which lend this paradigm, (and the neoliberal status quo), its resilience, are in turn a product of the impacts of neoliberalism on the political economy of media organisations.

Niall Cunningham

Findings from the *Great Irish Class Survey*

In 2013, a paper was published in the journal *Sociology* enunciating a 'new model of social class' using data from the BBC's *Great British Class Survey* experiment (Savage et al., 2013;

2015). The online questionnaire elicited responses from over 300,000 people, making it the largest survey of social class ever conducted in the UK. It also initiated an intense debate on the contemporary meaning of social class which extended well beyond the academic arena. The dataset provided answers to 50 questions and based on a Bourdieusian theorisation, probing each person's stock of economic capital, in addition to their cultural tastes and the size and nature of their social networks.

The vast majority of these responses came from people with the United Kingdom, with a pronounced skew in both spatial and social terms. In social terms, there was a heavy bias towards those from higher professional background whilst geographically, there was over-representation in London and the south east with much lower participation further afield and most notably in Northern Ireland. However, some 1300 people living in Ireland also participated in the survey, making it probably one the largest and certainly most extensive survey of social class to have been conducted in the state. This paper will provide an overview of the project and draw attention to some of the findings from within the Irish dataset, with the potential that this has to shed light on the social networks, cultural preferences and political perspectives of the Irish middle class.

James Carr (UL)

Anti-Muslim Racism in Dublin: Experiences, impact, responses.

Anti-Muslim racism is no stranger to the Irish context (Carr 2014, 2016). Muslim men and women in Ireland experience hostility and discriminatory practices that target them on the basis of their racialised, presumed homogenous Muslim identity. These experiences are informed by national but also by international discourses of Muslim as 'Other' that, while similar shift across space to permeate into the local popular imaginary of what 'Muslimness' means in Ireland. This paper draws on recent fieldwork conducted with sixty-six Muslim men and women living in Dublin. Using qualitative research methods and employing a thematic analysis, participants reveal fresh insights on lived anti-Muslim racism in Ireland and the impact these experiences have on those targeted. In addition their lived experiences, participants also share there perspectives on how anti-Muslim practices (institutional and non-institutional) and negative racialising discourses of Muslimness can be challenged in the contemporary context; fore-fronting the voices of those too often overlooked. The resulting insights demonstrate the need for a range of actions, at multiple societal levels, if the experiences of exclusion lived by Ireland's Muslim communities are to be challenged.

11.45am - 1.15pm

Session A: Roundtable: 'Austerity and the Politics of Class: The British and Irish Experience'.

The era of neoliberalism has given rise to inequalities on a scale that is perhaps unprecedented in the history of our species. The advent of the global economic crisis has served to amplify the already quite staggering disparities in wealth that exist within societies like our own. Austerity measures introduced on either side of the Irish Sea have eroded the living standards of working class communities at a time when the resources at the disposal of the wealthy continue to accumulate. While there is abundant evidence that social class remains a critical and growing fault line within contemporary society, this is rarely acknowledged in the academy. Over the last generation, class analysis has been largely consigned to the margins of the sociological imagination. In this roundtable discussion, a range of speakers will consider

the contemporary significance of class as a source of human experience and as a frame for social scientific analysis. The contributors will consider whether recent academic work on social class marks a genuine revival of the issue within the social sciences, examine the impact of austerity on the social fabric of both Ireland and the United Kingdom and explore whether the ongoing economic crisis offers an opportunity for the germination of class politics in the Irish and British contexts.

Participants:

> Dan Finn, Deputy Editor, New Left Review
> Martin Power, University of Limerick
> Lisa McKenzie, London School of Economics
> Chair: Colin Coulter, MU

Session B: Inside the Editor's Mind

Hosted by the *Irish Journal of Sociology*

This panel - drawing on the experience of two journal editors - examines how to navigate the journal submission and review process, focusing on what to pay attention to and what to avoid. Particular attention is paid to dealing with structural, editorial, and substantive issues.

Gregory Maney is Professor of Sociology at Hofstra University, USA. He is past Social Movements section editor of the journal Sociology Compass. Brian Conway is Editor of the Irish Journal of Sociology.

Participants:

Brian Conway, MU
Gregory Maney, Hofstra University, USA

1.15pm – 1.45pm

Lunch

1.45pm – 2.45pm

Annual General Meeting

All welcome

2.45pm – 4.15pm

<u>**Session A: Negotiating inclusion:**</u>

Ann Averill (UCD)

Rising: Reverence, Revelling or Irrelevant?

This paper shines a light on the 1916 Commemorations as a site of nationalist performance and reproduction, and a forum for generating 'community of feeling'. My research looks at a commemorative event from the perspective of the sociology of emotions, and spotlights the emotional engagement of the people involved. Are they zealous nationalists or passive spectators in town to meet friends, have they travelled far to show respect for those who died to win Ireland's freedom, or simply enjoying a family day out? What motivates people to attend this public ritual? How does it make them feel? What emotions are displayed?

Theories of emotion tend to be microstructural in focus, and generally ignore the area of nationalism, yet, emotions are the force behind commitment to or disaffection from macrostructures (Turner and Stets, 2006:48). Similarly, theories of nationalism tend to take emotions as a given, rather than something to be explained. Brubaker (2004) takes the 'top-down' approach to public ritual, arguing that it is part of the ongoing nation-building project, and serves to generate 'communities of feeling'. This study also considers the bottom-up approach, factoring in the emotions of individual people who chose to attend – and the views of those who chose not to attend.

Through a combination of empirical data and media analysis, this paper examines the process of generating such 'communities of feeling'. It unpacks the emotional aspects of Easter 2016 from the top down (state endorsed rituals) and the bottom up (participation and support of citizens). This study consists of non-participant observation of the commemorations in Dublin on Easter Sunday 2016. Additionally, vox-pops with attendees and participants will give voice to the individual motives for attending the parade, their emotional responses to the events, and the significance of the rituals for them as individuals.

Commemorative events such as the Easter Parade draw their attendance from people whose sympathies and support are already favourably disposed towards the events being commemorated. As such they are unlikely to be attended by the disaffected sections of society. Analysis of newspapers on and about the commemorations helps to bridge this gap and capture such 'other voices'.

Amanda Haynes & Jennifer Schweppe (UL)

"An iron bar over me": Anti-transgender hate crime in Ireland

In 2014, the Transgender Equality Network Ireland recorded 22 transphobic crimes, including 10 assaults and 3 cases of harassment, occurring in Ireland. Globally, gender variant (GV) persons are recognised as being at particular risk for hate crime, even in comparison to other commonly targeted groups; trans persons are more likely to experience hate crime than LGB persons (Browne 2008). Perry (2001) and Moran and Sharpe (2004) link high rates of victimisation to visibility, while Human Rights Watch (2008) highlight a link to discrimination – forced out of employment, trans persons may engage in to sex work enhancing their risk. International activists point to differences among GV persons experiences based on racialised identity and migrant status (Meyer 2010).

In this paper, we will address the question of trans persons access to the protection of the State, with specific respect to hate crime. Ireland lacks any hate crime laws. However, 2015 saw the passing of the Gender Recognition Act 2015; the introduction of a transphobic motivation marker to Ireland's national crime database and, at a European level, the explicit inclusion of gender expression and gender identity in the EU Victim's Directive. Nonetheless, GV persons' interactions with police officers and services internationally are often characterised by apathy, ignorance and in some cases outright hostility (Moran and Sharpe 2004). In some national contexts, police themselves perpetrate transphobic violence (Gossett 2011). Exclusion from the protection of the State is both a symptom and a cause of GV persons' wider social marginalisation (Phelan 2001).

In discussing the Irish experience, the paper will draw on third party hate crime data from TENI and the Gay and Lesbian Equality Network, the Fundamental Rights Agency's 2014 report *Being Trans in the European Union*, interviews with civil society organisations advocating for trans persons in Ireland and interviews with ELO/LGBT liaison officers in An Garda Síochána.

Robert O'Keeffe (TCD)

Negotiating Space: Nigerian taxi drivers in Dublin

The liberalisation of the Irish taxi industry in 2000 coincided with Ireland becoming a place of net immigration for the first time in its history. An oversupply of drivers has created a highly competitive industry and with it the emergence of a 'scapegoat' discourse directed at Nigerian taxi drivers in order to justify racist practices. This racial historicism echoes the wider narrative that discursively constructs the 'uncivilised Nigerian' in opposition to the 'civilised' Irish creating one of the most stigmatised groups in Irish society.

While the 'social tectonics' of ethnic groups may slide past each other in residential spheres the taxi industry presents a unique 'zone of encounter' as Nigerians intersect with an almost complete cross-section of society. By examining the social interactions, tensions and strategies of avoidance this paper explores the reasons behind the emergence of Black or White only taxi ranks, the high density of Black drivers in certain city centre areas and the absence of Black taxi drivers in Dublin suburbs.

The paper is structured in two parts. Firstly it explains how the host culture narrate racism and narrate themselves within racist practices. In particular, it identifies the performative role rumours play in this process that have ultimately lead to the widespread practice of choosing White taxi drivers over Black taxi drivers. Secondly, it provides an ethnographic account of Nigerian taxi drivers lived experiences, partly based on in-depth interviews, to highlight the racial factors that have influenced the spaces they occupy.

Lucy Michael (Ulster)

Understanding responses to anti-blackness in Ireland

The essentialising but dynamic nature of the label 'Black' applied to people of African descent necessitates an examination of its application and negotiation by those it is applied to over time. Through Radhika Mohanram's *The Black Body*, this paper examines how anti-blackness in Ireland is constructed in corporeal terms, making Black female bodies doubly out-of-place, marked and situated as objects. In doing so, it offers a complementary account to analyses which centre anti-black discourses, and explores the possibility of understanding strategic visibility of African women in Ireland as a form of corporeal politics, where the body is

resituated as experienced and not just represented. Such an approach brings together performative violence against and agency exercised by women as they resist pressure to account for themselves as Black and draw on alternative narratives of the African-Irish relationship to come into coherency via the nation.

Session B: Online intimacies and identities:

Angela Nagle (UL)

The online beta-male uprising, the manosphere and hegemonic masculinity

Hegemonic masculinity has remained central to the theorization of the oppression of women and marginal masculinites and those challenging its claims drew upon evidence of increased gender fluidity as evidence of progressive changes taking place within masculinity. However, a study of what critics have called "the new misogyny" online, a notoriously vicious wave of anti-feminist politics, often expressed through rape threats and elaborate intimidation tactics toward women, reveals a culture whose members identify themselves as "beta-males". This geeky subcultural identity has allowed for such transgressions and subversions as male My Little Pony fandom, sharing of bisexual and transgender pornography, the expression of bisexual curiosity and sometimes celibacy as an identity alongside murderous misogynist fantasies and organised anti-feminist online attacks. This style identifies itself against feminism but also against social conservatism, political correctness, mainstream consumer culture and, most importantly here, against hegemonic masculinity itself. In these new cultures, "beta" gender fluid men are leading online misogynist culture.

Roisin Ryan-Flood (Essex)

Online Dating: Gender, Intimacy and the Internet

The rapid advancement of information and communication technologies (ICTs) has had a significant impact on both public and private life. Theories of contemporary intimacy present conflicting interpretations of intimacy, gender relations and technology. Giddens (1992) suggests that 'transformations of intimacy' have occurred throughout contemporary Western society and reflect a 'wholesale democratisation of the interpersonal domain' (1992: 3). Other authors are more pessimistic. Both Bauman (2003) and Illouz (2003) highlight online dating as an example of how intimacy intersects with capitalism under neo-liberalism. This paper will explore how the digital realm impacts on personal relationships via the experience of online dating, including location based apps. The growing popularity of online dating websites and apps demonstrates that this is an increasingly commonplace activity for people seeking a partner. Yet little is known about online dating among heterosexuals and how social media are transforming intimate relationships. The rise of harassment via social media and the potential vulnerability facilitated by location based dating apps make this an area of pressing concern. This study provides new insights into technology, gender and intimacy through in-depth interviews with 30 heterosexual men and women who live in London and have experience of online dating. It is argued that online dating both reinscribes and subverts prevailing gender norms. The paper explores new understandings of the role of digital intimacies in contemporary life, as well as the changing context for gender relations.

Paul Ryan (MU)

The rise of the migrant male sex worker body on new social media

This paper draws from qualitative interviews with eighteen South American male sex workers in Dublin, exploring how their use of the gym and new social media has created alternative sites for the conduct of commercial sex. The interviews reveal how sex workers alternatively use escort specific sites in conjunction with mainstream gay dating apps like Grindr, offering greater flexibility and control over how they are self-defined within the sex industry. These male sex workers become known from their presence in gyms and clubs popular within the small gay community offering potential clients a real time, embodied interaction. Social media, like Instagram, offered the men in this study a further platform to share part of a choreographed online world with tens of thousands of followers presenting new economic opportunities. The men trade both access to their bodies and to their taste in designer commodities and lifestyle to interact with followers who can financially contribute to dictate the format of the photos available for public or private consumption. This study is understood within the context of a late modern society that privileges the body as a project of self-realization (Bauman 2000; Giddens 1991), draws upon literature that highlights the mainstreaming of the sex industry within wider society (Maginn & Steinmetz 2015) and utilizes theorists like Goffman (1959) to illustrate the construction of online identities.

4.15pm - 4.45pm

Plenary Panel

The Right to Water in the Age of Austerity: Social Movements in Ireland and Beyond
Hosted by the *Irish Journal of Sociology*

The emergence of the Irish water charges protest movement in 2014 began with direct community resistance to the installation of water meters, grew to hundreds of thousands protesting on the streets throughout, and prompted the rise of several new nationwide movement organizations mobilizing not only against the water charges scheme but the whole Irish austerity program. How do we explain, and what can we learn from, this massive social movement? Leading Irish scholars who've followed, studied, and written about the Anti-Water Charges and Austerity movement will present fresh perspectives on issues this phenomenal movement raises, including resistance to neoliberalism, popular collective agency, political transformation, global context and comparison, and theorizing mass movement.

The Irish Water War, Austerity & Political Transformation in Ireland 2008-2016

Rory Hearne, Sr. Policy Analyst, TASC (Think-tank for Action on Social Change)

Right to Change: New Politics and Triple Movements?

Dr Mary Murphy, Department of Sociology, Maynooth University

Theorising the Water Charges Movement: the Rise of Popular Agency

Laurence Cox, Co-director, MA in Community Education, Equality and Social Activism, Maynooth University

Global Discourses of Water Privatisation and its Socio-Political Effects in Africa
Dr. Niamh Gaynor, School of Law and Government, Dublin City University

Organizers: Anne Kane UHD, Niamh Gaynor, DCU, Brian Conway Maynooth
Presider: Brian Conway, Editor Irish Journal of Sociology, Maynooth University

6.00pm Informal gathering and dinner at The Stables
All welcome. Advance booking required for dinner (see SAI website).

Poster Presentations

Glenn Doyle (DCU/DKIT)

The Attitudes and Practices of the Domestic Photographing of Children in Ireland.

Given the growing sensitivity towards the photographing of children within society, this research intends to trace contemporary attitudes towards the practice of photographing children and the changing habits concerning the sharing of images of children across both traditional and social-mediated platforms.

Focusing upon a practice of photography that is somewhat removed from published and publically circulated images, this research will still take cognisance of previous research conducted within these arenas by amongst others, Holland, Higonnet, and Rose. Considering key theoretical frameworks of meaning, interpretation and engagement with personal photographs of children, the research provides an appropriate commentary upon an escalating discourse within contemporary society from an Irish perspective.

Using a mixed-method research methodology, the research elicits sentiments and attitudes towards the photographing of children. Surveys and questionnaires concerning the practice of capturing and sharing photographs of children shall be initiated. Additionally, screened responses shall be further engaged with through the use of focus groups and semi-structured interviews. These qualitative methods shall be enhanced by the practice of photo elicitation.

This research is currently on-going and in progress, and is concerned with any potential impact changes in attitudes may have, not just upon societal practices, but also upon photography as a normalised practice of documenting childhood.

The implications of this research may awaken a conscience within society regarding contemporary attitudes towards the photographing of children and highlight any potential consequences said attitudes may have upon the area of concern.

Jodi Mathieu (UCC)

Sociology of Music: Contextual Empowerment and Agency – Ethnographic Explorations of a Drumming Circle.

The sociological study of music is an expanding and respected field interested in effects on social life, only over the last 15 years has this expansion resulted in the need for increased focus on empirical and ethnographic work. The purpose of this study is to explore the sociological concepts of empowerment and agency through the contextual participation of this musical medium. Drawing on an established drumming circle in Cork, the aim of this study is two-fold: First, linking seminal social theory and recent research, it seeks to gain insight into the first-hand involvement of the participant and to illustrate how improvisational music-making can connect to the larger sociological body of knowledge. Second, as both a Higher Diploma and first year PhD student, this study will bridge this component-piece pilot-study to a larger body of work in progress. In this ethnographic methodology, this study will utilize a convenience sample ranging from six to 12 (drop-in) participants. Data gathering will be participant-observer, 20 minute in-depth interviews, and field notes. The instrument will be 10 semi-structured open-ended interview questions allowing for richer discourse from the participant. All interviews will be electronically recorded, transcribed verbatim, with the use

of multi-pass coding, and thematically analysed. The findings will be presented and analysis on both the individual experience and that of the group as a whole, linking them to existing social theory and to illustrate the need for potential future research.

Patricia Sheehan (TCD)

A Mile in My Shoes – Gender Change and Work

Women earn less than men, work in 'female' jobs, and do not progress as far up employment hierarchies as do men. What happens to an individual's salary, work role and career trajectory if she or he changes gender? Do women who become men reap career rewards? Does one's career take a back seat for men who become women? Is the number of transgender people in the labour market currently too small to generate information that exceeds confounding factors?

Gender is one of the headline variables conditioning an individual's labour market outcomes. The working life experiences of transgendered people are of interest in itself, and also in comparison with the experiences of assigned sex people. Such comparisons can refine our understanding of how the part of a person's identity that is characterised by gender impacts upon labour market outcomes. Do particular outcomes correlate to being transgender versus male or female? Intersex people have already pointed out the inadequacy of measuring gender as a binary variable. Transgender people may be happy to identify themselves according to the binary gender categories, but if they have consistently different outcomes to those of their assigned sex counterparts, should adjustment to the variable female/male be considered? Does the proportion of transgender people in the population make adjustment to the female/male variable warranted (that is, will it generate a level of information that justifies the change)? And if it is desirable to expand the gender variable into a non-binary category, is it feasible?

Paul O'Dwyer (WIT)

'An exploration of Institutional Racism in the Irish Workplace'

The Workplace Relations Commission (WRC) is a branch of the Irish legal system and was established under the Workplace Relations Act, 2015. Since October 1st 2015, the functions of the National Employment Rights Authority (NERA), the Labour Relations Commission (LRC) and the Director of the Equality Tribunal have been transferred over to the WRC. Included in this transfer of functions are the investigative staff members of the Equality Tribunal, formerly known as Equality Officers, but are now referred to as Adjudication Officers. These officers serve as case/complaint investigators, who are assigned to investigate complaints made to the Commission.

A pilot study performed by the project researcher has shown approximately 270 cases of race-based discrimination heard before the Equality Tribunal and WRC since January 2001. Each case was investigated by an investigative officer from the Tribunal/Commission and a decision was made by the officer in regards to each case. It is important to note that the number of investigative officers is substantially less than the number of cases heard (≈2800 cases since Jan 2001), thus the same names of officers appear regularly in Tribunal/Commission reports. These investigating officers are guided by legislation, with broad definitions of what racist discrimination is. This leaves the officers the ability to use their own subjective discretion in

their investigations. With guidance from legislators and officers' own discretion, the risk of a lack of consistency in judgments is raised. This poster intends to highlight the differences in rewards and decisions which highlight the unequal nature of these investigations, findings and outcomes which point to institutional discrimination at the heart of the WRC.

Ewa Malczuk (WIT)

Polish immigrants in Ireland: Accent and the dynamics of social mobility

This research project explores the concept of cultural discrimination by studying standard and non-standard forms of the English accent. In particular, it focuses on the 'non-standard' accent of English used by Polish people who immigrated into Ireland after 2004. In the public view, only the standard English varieties, e.g. British-accented, American-accented or Irish-accented English, are considered the culturally 'correct' forms, as the non-standard varieties are considered to be culturally 'incorrect' or disjointed.

This research study explores the attitudes of Polish immigrants, speaking Polish-accented English, towards both standard English as British, American or Irish-English. It also explores varieties of non-standard Polish-accented English spoken by Polish people living in Ireland including Polish immigrants' perceptions of the value or capital of these accents and the speakers' position in relation to accent globalisation. Moreover, this research asks whether speaking English in its non-standard Polish-accented form allows Polish immigrants to develop both their *materialistic* and *non-materialistic capital* and *symbolic capital* in Ireland. On the other hand, do they meet with a *glass ceiling* as they attempt to professionally develop because of their particular accent?

Standard British or American English are considered as the most prestigious English accents. Having an ability to speak British or American-English can be valuable *accent capital* as well as serving as an indicator of identification with the linguistically dominant group. While Irish-English, as an accent is perhaps perceived as less valuable than standard British and American worldwide, such ability can be considered as a valuable *accent capital* in Ireland, or in particular countries where Irish-English has positive associations. The non-standard accents, on the other hand, can be perceived as inferior, with lower status, low prestige, and people speaking those accents as less competent. This project aims to understand how accent can create or hinder life chances by virtue of its positive or negative cultural implications.

Tara Fannon (NUIG)

As we are: aspects of blind and visually impaired men's self-identity narratives

I think of personal narratives like the interface between inner and outer worlds giving, as some scholars suggest (Byrne, 2003; Gallagher, 2005; Smith, 2007; Smith and Sparkes, 2008a), insight into how bodies shape minds and how minds (as selves) negotiate the social-material world in and through bodily experience. They are, each one of us speaking for ourselves about our own experiences. They allow us to move toward constructing our identities not as 'nouns'-fixed elements, but as 'verbs' - discursive processes (Dale, 2010; Speedy, 2007) and they are generalizable to the extent that they reflect some shared meanings beyond that of our own experiences (Obasogie, 2013, p. 47). Eighteen men who identify as blind or visually impaired have provided personal narratives for this project. Their sight loss is both congenital and adventitious and varies from significant central vision loss to total blindness requiring all of them to use some combination of navigation and sight assistive aids. Six of the men live in the New York area and the remainder are scattered around the United States. Half of the sample

are made up of white men of various class backgrounds. The other half are of diverse race, class and sexual orientation. The men range in age from 25-65. Two questions informed the structure of the interviews (1) what is it like being a man with a disability when, in Western culture, masculinity and disability are socially constructed as visual-discursive opposites? and (2) how are these experiences shaped/empowered/limited by the absence of sight when seeing is socially constructed as the primary way to acquire and exchange information about the self, others and the world? Voice-centered relational (VCR) method (Brown et al., 1991, 2011; Mauthner and Doucet, 2003, 1998) and The Listening Guide (Doucet and Mauthner, 2008) is used to organize and interpret the collected data. During fieldwork I observed that the men rarely spoke directly about their bodies unless otherwise prompted by me but their stories almost always invoked an awareness of their physicality, be it related to their functional abilities and limitations, their physical position in space or the feeling of being with and among others. This observation has since evolved into two separate but related data themes that I wish to talk about and, being in the early stages of my analysis, talk through. They are: (1) 'agency as visibility' (being seen, heard and allowed) and (2) 'anonymity not/versus invisibility' (being seen, heard and allowed on their terms).

Dr Anne Byrne, Political Science and Sociology, NUI Galway

Making the Case for Biographical Sociology: Epistolary Narratives in Search of Self

'Fan-mail' associated with the burgeoning entertainment industry, has not featured as a strong subject for sociological narrative inquiry. But the history of fan-mail reveals a longer trajectory and includes letters from the general public to fictional and literary authors, concerning their books or essays. For those interested in narrative and biographical sociology, a reconsideration of fan-mail to literary authors is merited. In her 2006 eponymous biography of Leonard Woolf, Victoria Glendinning described a 'Dublin housewife', a fan of Virginia Woolf's literary work. Mrs Nolan wrote to Leonard Woolf from 1943 until he died in 1969. They exchanged letters, books and photographs. This poster considers their epistolary relationship and the contents of Mrs Nolan's letters, archived as 'fan-mail', providing a reading history and biographical epistolary narrative of this 'Dublin housewife'. Carved out within the domestic space of the family home, Mrs Nolan's intellectual and aesthetic life is devoted to books, their authors and reading, her domestic life is devoted to her children and their education while negotiating family relations in a strained economy. In attempting to create an aesthetic life of her own, this poster considers the import of writing to Woolf for Mrs Nolan which she described as *'like a window opening on a blank wall'*. In the context of the epistolary relationship and through the medium of letters, Mrs Nolan begins to narrate her alter-self. Unpublished non-literary women's writings in letters or diaries are an important source for the work of biographical sociology in a narrative frame and for reflecting on women's lives and identities in times of transition and transformation.

Recommended accommodation

Castletroy Park Hotel, Castletroy, Limerick.
Discounted rates for SAI members will apply for rooms booked under the conference reference # below are: €90BB for single occupancy, or €100BB for a double/twin room.
SAI group reference #: 190527. Guests need to use this reference when booking their own rooms for the SAI to avail of discounted rates.
 Please note that there are no rooms being held for this conference, and booking is subject to availability.
NB - The hotel advises that at the moment, they do not have availability for the same room type for both nights, but this may change closer to the time. They will do their very best to accommodate guests in the same room for both nights, but cannot guarantee this.
Tel. +353 61 335566

Clarion Hotel Limerick, Dock Road, Limerick.
Rooms (Double rooms for sole occupancy)
Rate 13th May: €150 bed & breakfast per room
Rate 14th May: €170 bed & breakfast per room
The nightly rate is inclusive of a daily newspaper and VAT at the current rate. These rates also include full use of Sanovitae Leisure Centre which boasts a swimming pool, sauna, steam room, Jacuzzi and gym. Car parking is also available at €8.50 overnight in the car park across from the Hotel.
Tel. +353 444100

Kilmurry Lodge, Castletroy, Limerick.
A limited number of rooms are reserved for SAI members until the 22nd of April.
SAI conference Bed & Breakfast Rates per night:
Single: €65.00
Twin/Double: €85.00
Family Room: €125.00
To avail of these discounted rates delegates can contact the hotel directly on 061-331133 Ext 2 and quote 'Department of Sociology Conference' & Reservation Number 226542.
Tel. +353 61 331133

Travel Lodge, Castletroy, Limerick.
Offer the quoted discounted rate for both days of €69.00 per room per night, maximum occupancy will be 2 per room.
Discount rate offered under code "SAI conference"
Tel. +353 61 603500