

# AHSS Annual Postgraduate Research Conference

27th & 28th May 2021

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UNIVERSITY OF  
**LIMERICK**  
OLLSCOIL LUIMNIGH

Arts, Humanities  
and Social Sciences

# AHSS POSTGRADUATE CONFERENCE 2021

## CONFERENCE PROGRAMME

<p><b>Thursday 27 May 2021</b></p> <p><b>9.00 – 9.30</b></p>	<p>Introduction and Welcome to the AHSS Postgraduate Conference</p> <p>Opening Address: Prof. Shane Kilcommins, Executive Dean, Faculty of Arts, Humanities &amp; Social Sciences, University of Limerick</p> <p>Dr. Niamh NicGhabhann, Assistant Dean, Research and Dr. Niamh Lenahan , Research Co-ordinator</p>
<p><b>Panel 1</b></p> <p><b>9.30-10.20</b></p> <p><b>Panel Theme ‘Sociological Approaches to the LGBTI+ Issues of Identity and Experience’</b></p>	<p><b>9.30-9.40</b>  <b>Ellen Reid</b> -‘Especially my mother...’ Exploring the tenuous relationship between individuals who identify with bisexualities and their mothers in post-marriage equality Ireland. <b>Supervisors:</b> Dr. Carmen Kuhling/Dr. Jennifer Schweppe. <b>Affiliation:</b> Department of Sociology/School of Law, University of Limerick</p> <p><b>9.40-9.50</b>  <b>Rachel Whitbeck</b>- Holding Space for Both: The (Un)Reality of Tension Between Fiath and LGBTQ+ Identities in Irish LGBTQ+ Organisations. (<b>Supervisors:</b> Dr. Breda Gray/Dr. Aoife Neary. <b>Affiliation:</b> Department of Sociology/School of Education, University of Limerick</p> <p><b>9.50-10.00</b>  <b>Vanessa Lacey</b> –‘Can I “Can I still say Dad?”: An Exploration of Loss and Grief Experienced by Irish Adult Transgender Women and their Families. <b>Supervisors:</b> Jennifer Stritch (LIT)/Dr. Amanda Haynes. <b>Affiliation:</b> Limerick Institute of Technology/Department of Sociology, University of Limerick</p> <p><b>10.00-10.10</b>  <b>Omar Saal</b> – Intersectionality in Victims’ Experiences with Hate Incidents. <b>Supervisors:</b> Dr. Jennifer Schweppe/Dr. Amanda Haynes. <b>Affiliation:</b> School of Law/ Department of Sociology, University of Limerick</p> <p><b>10.10-10.20 Q&amp;A</b></p> <p><b>Chair: Louise Ryan</b></p>
<p><b>10.20 - 10.30</b></p>	<p><b>Coffee Break</b></p>
<p><b>Panel 2</b></p> <p><b>10.30-11.20</b></p>	<p><b>10.30-10.40</b>  <b>Chloe Carroll</b> – The Monster of the Trump Era. <b>Supervisors:</b> Dr. Mariano Paz/Dr. Sinead McDermott. <b>Affiliation:</b> School of English, Irish &amp; Communication/Modern Languages and Applied Linguistics, University of Limerick</p> <p><b>10.40-10.50</b>  <b>Alaeddine Boutamine</b> – The Emerald Isle in a New Age of Words: A Critical Analysis of Ireland’s National Political Discourse on Undocumented Non-EU Immigration in the Era of Trump and Brexit. <b>Supervisors:</b> Dr. Amanda Haynes/Dr. Elaine Vaughan. <b>Affiliation:</b> Department of Sociology/ School of Modern Languages and Applied Linguistics, University of Limerick</p> <p><b>10.50-11.00</b>  <b>Muhammad Irfan</b> – Discourses of Extremists Islamic Groups for recruitment in Europe. <b>Supervisors:</b> Dr. Henry Silke/Dr. Elaine Vaughan. <b>Affiliation:</b> School of English, Irish &amp; Communication/School of Modern Languages &amp; Applied Linguistics, University of Limerick.</p> <p><b>11.00-11.10</b>  <b>Ruhi Anand</b> - The Ideology that is, Association of South East Asian Nations  <b>Supervisors:</b> Prof. Raymond Friel. <b>Affiliation:</b> School of Law, University of Limerick</p> <p><b>11.10-11.20 Q&amp;A</b></p> <p><b>Chair: Thomas Ferlic</b></p>

<p><b>Thursday 27 May 2021</b></p> <p>11.20 - 11.40</p>	<p><b>Poster Session</b></p> <p><b>Gail Flanagan</b>- Business discourse in the Irish technology section: Focusing on the Intercultural Communicative Competence (ICC) skills of Irish English speakers in international virtual teams. <b>Supervisor</b>; Prof. Fiona Farr. <b>Affiliation</b>: School of Modern Languages &amp; Applied Linguistics, University of Limerick.</p> <p><b>Jade Foynes</b>- Mapping Social Enterprise capacity and demands in the Mid West. <b>Supervisors</b>: Seamus Hoyne/Dr. Marie Taylor. <b>Affiliation</b>: Limerick Institute of Technology.</p> <p><b>Chair: Pamela Gubbins</b></p>
<p><b>Panel 3</b></p> <p>11.40-12.30</p> <p><b>Panel Theme:</b> <b>Symbols of Transformation: The Power of Visual Imagination for Facilitating Change</b></p>	<p><b>11.40-11.50</b> <b>Lyn Mather</b> - The Nature of the Creative Imagination. <b>Supervisors</b>: Dr. Martina Cleary/Dr. Lisa O'Rourke Scott. <b>Affiliation</b>: Limerick Institute of Technology.</p> <p><b>11.50-12.00</b> <b>Teresa Mason</b> –What Does the Silent Woman have to say now? Sheela-na-Gig as a Contested Symbol of the Feminine. <b>Supervisors</b>: Dr. Matthew Mather/Dr. Martina Cleary. <b>Affiliation</b>: Limerick Institute of Technology</p> <p><b>12.00-12.10</b> <b>Aislinn O'Keeffe</b> – Witchcraft and Magical Processes as an Imaginative Device in Contemporary Irish Visual Arts Practice. <b>Supervisors</b>: Dr. Martina Cleary/Dr. Matthew Mather. <b>Affiliation</b>: Limerick Institute of Limerick</p> <p><b>12.10-12.20</b> <b>Lisa Hester</b> – Re-envisioning Visionary Art: An Inquiry into Analytical Psychology. <b>Supervisors</b>: Dr. Matthew Mather/Dr. Martina Cleary. <b>Affiliation</b>: Limerick Institute of Technology</p> <p><b>12.20-12.30 Q&amp;A</b></p> <p><b>Chair: Sarah O'Toole</b></p>
<p>12.30-14.00</p>	<p><b>Lunch</b></p>
<p><b>Panel 4</b></p> <p>14.00-14.50</p>	<p><b>14.00-14.10</b> <b>Thomas Ferlic</b> – Apocalyptic Re-imaginings: Indigenous Futurisms in response to Cyclical Climate Disaster. <b>Supervisors</b>: Dr. Yianna Liatsos/Prof. Michael J. Griffin. <b>Affiliation</b>: School of English, Irish and Communication, University of Limerick</p> <p><b>14.10-14.20</b> <b>Jessica Brown</b> – Eyes for Avonlea. <b>Supervisors</b>: Dr. David Coughlan/Prof. Michael J Griffin/Donal Ryan. <b>Affiliation</b>: School of English, Irish &amp; Communication, University of Limerick.</p> <p><b>14.20-14.30</b> <b>Colleen Ballard</b> – Reading, But Not Reading: The Wandering Mind in Irish Women's Fiction at the Fin de Siècle. <b>Supervisor</b>: Dr. Tina O'Toole. <b>Affiliation</b>: School of English, Irish &amp; Communication, University of Limerick.</p> <p><b>14.30-14.40</b> <b>Sean O'Rourke</b> – Restoring Reality: How J.S. Le Fanu's Fictional Communities Reconstruct their disrupted Realities. <b>Supervisor</b>: Dr. Christina Morin. <b>Affiliation</b>: School of English, Irish Communication, University of Limerick.</p> <p><b>14.40-14.50 Q&amp;A</b></p> <p><b>Chair: Gail Flanagan</b></p>
<p>14.50 - 15.00</p>	<p><b>Coffee Break</b></p>

<p><b>Thursday 27 May 2021</b></p> <p><b>Panel 5</b></p> <p><b>15.00-15.50</b></p>	<p><b>15.00 – 15.10</b>  <b>Elaine O’Keeffe</b> - The Co-occurrence of Gender Diversity and Autism Spectrum Disorder. <b>Affiliation:</b> Mary Immaculate College, Limerick</p> <p><b>15.10-15.20</b>  <b>Robyn Cunneen</b> – The Official Recognition of Irish Sign Language: Exploring Public and Political Discourse in the Construction of Language Policy Through the Lens of Minority Language Rights. <b>Supervisors:</b> Dr. Maria Rieder/Dr. Andrew Shorten/Dr. John Bosco Conama. <b>Affiliation:</b> School of Modern Languages &amp; Applied Linguistics/Department of Politics &amp; Public Administration/Trinity College Dublin</p> <p><b>15.20-15.30</b>  <b>Jacqueline Kearney</b> – Regulatory Creep- Satisfaction or Surveillance in Irish Social Care Practice. <b>Supervisor:</b> Dr. Shane O’Sullivan <b>Affiliation:</b> Limerick Institute of Technology</p> <p><b>15.30-15.40</b>  <b>Thomas O’Hara</b> – An Exploration of the Pedagogical Practices of Personal Development in the Training of Social Care Workers in Limerick Institute of Technology. <b>Supervisor:</b> Dr. Patricia Cremen. <b>Affiliation:</b> Limerick Institute of Technology</p> <p><b>15.40-15.50 Q&amp;A</b>  <b>Chair: Edel Fahy</b></p>
<p><b>15.50-16.10</b></p>	<p><b>Poster Session</b></p> <p><b>Katherine Chapple</b>- Perspectives on enhancing a culture of Learner Voice in the 21<sup>st</sup> Century Irish Post-Primary School. <b>Supervisor:</b> Dr. Johanna Fitzgerald/Dr. Fintan O’Mhurchú. <b>Affiliation:</b> Mary Immaculate College, Limerick</p> <p><b>Maria O’Donovan</b>-ICT in a visual arts context in post primary curriculum: A European investigation. <b>Supervisors:</b> Dr. Susan Halvey/Dr. Michael Fox. <b>Affiliation:</b> Limerick Institute of Technology  <b>Chair: Colleen Ballard</b></p>
<p><b>Panel 6</b></p> <p><b>16.10 – 17.00</b></p>	<p><b>16.10-16.20</b>  <b>Edmond Gubbins</b> – Informal and Non-Formal Music Education Approaches and the Primary School: Interim findings from a Pilot Cycle Study into the Experiences of Music Teaching and Learning in the Primary Classroom using the Musical Futures Approach. <b>Supervisor:</b> Dr. Gwen Moore. <b>Affiliation:</b> Mary Immaculate College, Limerick</p> <p><b>16.20-16.30</b>  <b>Edel Fahy</b> – The Potential of Arts Partnerships to Support Teachers: Learning from the field. <b>Supervisor:</b> Dr. Ailbhe Kenny. <b>Affiliation:</b> Mary Immaculate College, Limerick</p> <p><b>16.30-16.40</b>  <b>Sarah O’Toole</b> – Student Engagement in an Online Learning Environment. <b>Supervisors:</b> Dr. Michael Francis Ryan/Dr. Brendan Murphy. <b>Affiliation:</b> Limerick Institute of Technology</p> <p><b>16.40-16.50</b>  <b>Sarah Gibbons</b> – The potential of StudetSurvey.ie data for insights into student engagement in learning and teaching: a case study. <b>Supervisors:</b> Prof. Fiona Farr/Prof. Ross Anderson. <b>Affiliation:</b> School of Modern Languages &amp; Applied Linguistics/Academic Affairs &amp; Student Engagement, University of Limerick</p> <p><b>16.50-17.00 Q&amp;A</b>  <b>Chair: Jackie Kearney</b></p>

<p><b>Thursday 27 May 2021</b></p> <p><b>Panel 7</b></p> <p><b>17.00 – 18.00</b></p>	<p><b>17.00-17.10</b>  <b>Pamela Gubbins</b> – The Disappearing Trial: The Impact of Incentivised Systems on Accused Persons in the Irish Criminal Justice System. <b>Supervisors:</b> Dr. Gerard Coffey/Prof. Shane Kilcommins. <b>Affiliation:</b> School Law, University of Limerick</p> <p><b>17.10-17.20</b>  <b>Dara O’Dwyer</b> – The Minimisation of Female-Perpetrated Sexual Offending in Irish Law and Policy. <b>Supervisors:</b> Dr. Susan Leahy/Dr. Margaret Fitzgerald-O’Reilly. <b>Affiliation:</b> School of Law, University of Limerick.</p> <p><b>17.20-17.30</b>  <b>Rebecca Wade</b>- Special Care Orders and the Inherent Jurisdiction of the High Court. <b>Supervisors:</b> Prof. Sean Redmond/Dr. Lydia Bracken/Dr. Catherine Naughton. <b>Affiliation:</b> School Law, University of Limerick.</p> <p><b>17.30-17.40</b>  <b>Mary Curtin</b> – Farm Ownership: the disinherited daughter. <b>Supervisors:</b> Dr. Una Woods/Dr. Christine Cross/Dr. Caroline Murphy. <b>Affiliation:</b> School Law/Kemmy Business School, University of Limerick.</p> <p><b>17.40-17.50</b>  <b>Peter Stapleton</b> – Tomás O Fiaich: The British Government and an unexpected vacancy. <b>Affiliation:</b> Department of History, University of Limerick</p> <p><b>17.50-18.00 Q&amp;A</b>  <b>Chair: Sarah Gibbons</b></p>
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**CONFERENCE PROGRAMME FRIDAY 28 MAY 2021**

<p><b>Friday 28 May 2021</b></p> <p><b>Panel 1</b></p> <p><b>9.30-10.20</b></p> <p><b>Panel Theme</b>  <b>Legal and Social Controls</b>  <b>Resulting from Covid-19</b></p>	<p><b>9.30-9.40</b>  <b>Lucy M. Davis</b> – Resuscitation during a pandemic: How the Irish Health Service Executive has responded to the challenges raised by Covid-19. <b>Supervisors:</b> Dr. John Lombard/Dr. Lydia Bracken. <b>Affiliation:</b> School Law, University of Limerick</p> <p><b>9.40-9.50</b>  <b>Gerard Greaney</b>- Covid-19 – IP rights relating to vaccines, is it time to review intellectual property (IP) in a global pandemic? <b>Supervisors:</b> Dr. Eimear Spain/Prof. Raymond Friel. <b>Affiliation:</b> School of Law, University of Limerick</p> <p><b>9.50-10.00</b>  <b>David Martin</b> – Shadow Banking, Ireland and Covid-19: A Critical Analysis of the Effects of Social Controls. <b>Supervisor:</b> Prof. Raymond Friel. <b>Affiliation:</b> School of Law, University of Limerick</p> <p><b>10.00-10.10</b>  <b>Louise McNeil</b> – Pervasive Sureillance: Social controls during a pandemic. <b>Supervisors:</b> Prof. Shane Kilcommins/Dr. Alan Cusack. <b>Affiliation:</b> School of Law, University of Limerick</p> <p><b>10.10-10.20 Q&amp;A</b>  <b>Chair: Olufunmilayo Jinadu</b></p>
<p><b>10.20 - 10.30</b></p>	<p><b>Coffee Break</b></p>

<p><b>Friday 28 May 2021</b></p> <p><b>Panel 2</b></p> <p><b>10.30-11.40</b></p>	<p><b>10.30-10.40</b>  <b>Sandrine Ndahiro</b> –African temporalities a consideration. <b>Supervisors:</b> Dr. Yianna Liatsos/Prof. Tom Lodge. <b>Affiliation:</b> School of English, Irish &amp; Communication/Department of Politics &amp; Public Administration, University of Limerick</p> <p><b>10.40-10.50</b>  <b>Daniah Khayat</b> –Fathering between Black Male Feminism and Toxic Masculinity in <i>The Sellout</i>. <b>Supervisors:</b> Dr. Yianna Liatsos/Dr. Sinead McDermott. <b>Affiliation:</b> School of English, Irish Communication, University of Limerick.</p> <p><b>10.50-11.00</b>  <b>Olufunmilayo Jinadu</b> - Western Media Representations of Nigeria in the Context of Organized Terrorism. <b>Supervisors:</b> Dr. Fergal Quinn/Dr. Elaine Vaughan. <b>Affiliation:</b> School of English, Irish and Communication/School of Modern Languages &amp; Applied Linguistics, University of Limerick</p> <p><b>11.00-11.10</b>  <b>Sultan Samah A Alenezi</b> - Implementing Online Blogging in Saudi Writing Classes. <b>Supervisors:</b> Prof. Fiona Farr/Dr. Íde O’Sullivan. <b>Affiliation:</b> School of Modern Languages &amp; Applied Linguistics/School of English, Irish and Communication, University of Limerick</p> <p><b>11.10-11.20</b>  <b>Michelle Daly</b> – Exploring Intercultural Awareness of Irish EFL Teachers in the UAE. <b>Supervisors:</b> Prof. Mairead Moriarty/Dr. Angela Farrell. <b>Affiliation:</b> School of Modern Languages and Applied Linguistics, University of Limerick</p> <p><b>11.20-11.40 Q&amp;A</b>  <b>Chair: John Harrington</b></p>
<p><b>11.40 - 11.50</b></p>	<p><b>Poster Session</b>  <b>Mosleh Alluhaibi</b>, Counterterrorism Initiatives: A critical review of the legal approaches taken by Saudi Arabia, <b>Supervisors:</b> Dr. Gerard Coffey/Prof. Paul McCutcheon. <b>Affiliation:</b> School of Law, University of Limerick.</p> <p><b>Brendan Egan:</b> Meta-physical Exhibitions and Post Pandemic Pedagogy: Beyond the Gallery Space. <b>Supervisor:</b> Dr. Tracy Fahy. <b>Affiliation:</b> Limerick School of Art &amp; Design.</p> <p><b>Chair: Rachel Whitbeck</b></p>
<p><b>Panel 3</b></p> <p><b>11.50-12.30</b></p>	<p><b>11.50-12.00</b>  <b>Rafflesia Khan</b> – Transcribing, Refining and Analysing historical vital records in a low code environment. <b>Supervisors:</b> Prof. Tiziana Margaria/Dr. Ciara Breathnach, <b>Affiliation:</b> Department Computer Science &amp; Information/Department of History, University of Limerick</p> <p><b>12.00-12.10</b>  <b>Mark Ryan</b> – Representation of LGBTQ+ identities and discursive strategies in the Irish Marriage Equality Referendum debate. <b>Supervisors:</b> Prof. Mairead Moriarty/Prof. Helen Kelly-Holmes. <b>Affiliation:</b> School of Modern Languages &amp; Applied Linguistics, University of Limerick.</p> <p><b>12.10.-12.20</b>  <b>Sojoood Momani</b> – How do Muslim Women in the West Negotiate Modesty and ‘hijab’ through Self-Representation on Instagram? <b>Supervisors:</b> Dr. James Carr/Prof. Eoin Devereux. <b>Affiliation:</b> Department of Sociology, University of Limerick.</p> <p><b>12.20-12.30 Q&amp;A</b>  <b>Chair: Christopher Fitzgerald</b></p>

12.30-13.30	Lunch
<p>Panel 4</p> <p>13.30-14.10</p>	<p><b>13.30-13.40</b>  <b>Mary Smyth</b> – Animating ‘the click’: an arts-based qualitative study of addiction experience among Irish individuals in recovery. <b>Supervisors:</b> Dr. Marie A. Walsh/David Phelan. <b>Affiliation:</b> Limerick Institute of Technology</p> <p><b>13.40-13.50</b>  <b>John Nutekpor</b> – Kutrikuku/Resilience: Cultural Dialogue through the Arts. <b>Supervisors:</b> Prof. Helen Phelan/Prof. Mel Mercier. <b>Affiliation:</b> Irish World Academy of Music &amp; Dance, University of Limerick</p> <p><b>13.50-14.00</b>  <b>Phoebe Brown</b> - Mathematical Processes in Choreography. <b>Supervisors:</b> Dr. Jenny Roche/Dr. Grant McLay. <b>Affiliation:</b> Irish World Academy of Music and Dance, University of Limerick</p> <p><b>14.00-14.10 Q&amp;A</b></p> <p><b>Chair: Rafflesia Khan</b></p>
14.10 - 14.20	Coffee Break
<p>Panel 5</p> <p>14.20-14.50</p>	<p><b>14.20 – 14.30</b>  <b>Margaret O’Grady</b> – An Investigation of Sprint Profiles of Senior elite Camogie Players during Competitive Play. <b>Supervisors:</b> Dr. Damien Young/Ciaran Keogh. <b>Affiliation:</b> Limerick Institute of Technology</p> <p><b>14.30-14.40</b>  <b>Brendan Egan</b> – The Positional Between-Competition Running and Technical Performance of Elite Hurling Match-Play. <b>Supervisor:</b> Dr. Damien Young. <b>Affiliation:</b> Limerick Institute of Technology</p> <p><b>14.40-14.50 Q&amp;A</b></p> <p><b>Chair: Kevin Saude</b></p>
14.50-15.20	<p><b>Poster Session</b></p> <p><b>Kevin Dwane</b>-The effect of early life experience on the development of adult depression. <b>Supervisors:</b> Marie Walsh, Michael Kiely. <b>Affiliation:</b> Limerick Institute of Technology.</p> <p><b>Laura Moran</b>- Emotional Eating Increase in Lockdown. <b>Supervisor:</b> Geraldine Maughan. <b>Affiliation:</b> Limerick Institute of Technology.</p> <p><b>Toiréasa Ni Fhearaíosa</b>- Warden yet Prisoner: Republican Prisoners, Criminalisation &amp; Portlaoise Prison 1975-85. <b>Supervisors:</b> Dr. Martin Power/Prof. Eoin Devereux. <b>Affiliation:</b> Department of Sociology, University of Limerick</p> <p><b>Chair: Natascha Guggi</b></p>

<p><b>Panel 6</b></p> <p><b>15.20 – 16.00</b></p> <p><b>Panel Theme:</b> <b>Qualitative Research: ‘The Good, Bad and the Ugly’</b></p>	<p><b>15.20-15.30</b> <b>Hannah Santino</b> – The Good. <b>Supervisors:</b> Prof. Lee Monaghan/Dr. Breda Gray. <b>Affiliation:</b> Department of Sociology, University of Limerick</p> <p><b>15.30-15.40</b> <b>Moufida Benmoussa</b> – The Bad. <b>Supervisors:</b> Dr. Martin J. Power/Dr. Amanda Haynes. <b>Affiliation:</b> Department Sociology, University of Limerick</p> <p><b>15.40-15.50</b> <b>Toiréasa Ní Fhearaíosa</b>- The Ugly. <b>Supervisors:</b> Prof. Eoin Devereux/Dr. Martin J. Power. <b>Affiliation:</b> Department of Sociology, University of Limerick</p> <p><b>15.50-16.00 Q&amp;A</b></p> <p><b>Chair: Sojood Momani</b></p>
<p><b>16.00</b></p>	<p><b>Closing of AHSS Annual Postgraduate Conference 2021</b></p>

**A special word of thanks to the ADR, Dr. Niamh Nic Ghabhann, Jess Beeley and Riona Gillespie for their help, advice and assistance in organizing the AHSS Annual Postgraduate Conference 2021.**

*Dr. Niamh Lonahan*

*May 2021*

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POSTER 2  PAGE 58	Jade Foynes	Limerick Institute of Technology	Mapping Social Enterprise capacity and demands in the Mid West.
POSTER 3  PAGE 71	Katherine Chapple	Mary Immaculate College	Perspectives on enhancing a culture of Learner Voice in the 21st Century Irish Post-Primary School
POSTER 4  PAGE 66	Maria O'Donovan	Limerick Institute of Technology	ICT in a visual arts context in post primary curriculum; A European investigation.
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POSTER 6  PAGE 57	Brendan Egan	Limerick School of Art & Design	Meta-physical Exhibitions and Post Pandemic Pedagogy: Beyond the Gallery Space
POSTER 7  PAGE 55	Kevin Dwane	Limerick Institute of Technology	The effect of early life experience on the development of adult depression
POSTER 8 PAGE 65	Laura Moran	Limerick Institute of Technology	Emotional Eating Increase in Lockdown
POSTER 9  PAGE 35	Toiréasa Ní Fhearaíosa	Department of Sociology, UL	Warden yet Prisoner: Republican Prisoners, Criminalisation & Portlaoise Prison 1975-85

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## Paper Title: Reading, But Not Reading: The Wandering Mind in Irish Women's Fiction at the Fin de Siècle.

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### ABSTRACT:

Reading practise in the late Victorian era performed many functions including learning and leisure. Identifying an additional role, Debra Gettelman writes, "reading afforded unique forms of self-knowledge amidst the pressures and worries of the modern Victorian world" (2012). Daydreaming or mind-wandering is an acknowledged aspect of reading and books. Whether experienced intentionally or not, time given to thinking facilitated self-knowledge, which dismayed the rigid Victorian sensibility. Ignoring the potential for women for this space as a private place to appraise self and initiate improvement, it was viewed as disruptive, ungoverned, a high-risk activity where each encounter reduced the capacity for self-control leading ultimately to insanity. Research exists highlighting occasions of daydreaming within literature. However, the focus tends toward the daydream itself (Ford; Gao; Gettelman). Evolving within my research, this paper will consider the book and reading as vehicle in a wandering mind episode. I will draw on analysis connecting reading with daydreaming, paying attention to, and offering a new consideration of its place within Irish women writers fin de siècle fiction. This was a time of change and disruption, of reassessing and adapting. The fictional content I am concerned with held court in exploring options, particularly for women; arguably a safe space for reader contemplation. I will specifically explore the interplay of book, reader, and thought, in two excerpts from texts by George Egerton (1859-1945) and May Laffan (1849-1916). These texts allow the opportunity to contrast approaches which identify and address contextual societal challenges. I suggest Laffan and Egerton defy the predominant Victorian censure on thinking or daydreaming through their textual representations. What is revealed in the texts potentially reflects reading reality of women at that time thus contributing to analysis of historical reading which has seen a resurgence in response to the circumstances of this past year.

## Paper Title: Eyes for Avonlea

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### ABSTRACT:

L. M. Montgomery's Affective Rendering of Nature Birch skin, shadowed wood, patches of dappled light, endless varieties of dusk and dawn, prismatic colors of the sea: surpassing mere descriptive prose, Montgomery's rendering of nature thoroughly registers how nature impresses upon and affects the assemblages surrounding it. In order to present Montgomery's configuration of nature as an affective strata, I will look at three passages from *Anne of Green Gables* to then explore how this affective rendering of nature teaches readers to see nature with new eyes, which transform attentive observation into a mode of response that recognizes how entwined and generative elements of nature are. Both organic (i.e. tree leaves) and inorganic (i.e. moonlight), nature thus becomes a force that matters, enfolded and unfolding with us. This paper will especially utilize the superb Introduction to L.M. Montgomery and the Matter of Nature(s) by Rita Bode and Jean Mitchell.

In also using texts like Gilles Deleuze's *Spinoza: Practical Philosophy* and Jane Bennett's *The Enchantment of Modern Life*, I hope to continue to extend the critical conversations about Montgomery and nature from key concerns of aesthetics and Romanticism into the foci and lexicon of affectivity, which might offer new insights into Montgomery's work as pedagogic encounter and nature (and an author's capture of it) as affectual and transformative force.

## Paper Title: Apocalyptic Re-Imagining Indigenous Futurisms in Response to Cyclical Climate Disaster

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### ABSTRACT:

Adam Trexler in *Anthropocene Fictions: The Novel in the Time of Climate Change* states that Apocalyptic Climate Fiction does not do enough to address Anthropocene concerns, but throughout this paper I show that a strand of Climate Fiction known as Indigenous Futurisms, particularly William Sanders' short story "When This World Is All on Fire" deconstructs the Anthropocene Narrative by overlapping anthropogenic climate change and what Jennifer Wenzel refers to as imperialistic climate change. An indigenous futurisms recontextualize climate change as a Native Apocalyptic event. William Sanders' short story echoes Grace L. Dillon's assertion that Native Apocalypse has already happened and is not a predominately Western problem, addressing what Bruno Latour loosely refers to the "Western World's Blind Eye" in *Down to Earth: The New Climate Regime*. Sanders' story, a land-grabbing narrative, in the midst of anthropogenic climate change, imagines extensive droughts, large forest fires and a refugee crises comparable to today's climate disaster. Indigenous futurisms, like Sanders' "When This World Is All on Fire" addresses land-grabbing policies, expands the narrative of Climate Justice, beyond that of the Anthropocene approach and allows for a more complex reflection of climate disaster.

STUDENT: DANIAH KHAYAT, SCHOOL OF ENGLISH, IRISH & COMMUNICATION, UL

SUPERVISORS: DR. YIANNA LIATSOS/DR. SINEAD MCDERMOTT

## Paper Title: Fathering between Black Male Feminism and Toxic Masculinity in *The Sellout*.

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### ABSTRACT:

This is generally related to society's problematic view about Black men that led to their victimization by the judicial system. In recent years, President Obama added to this complexity when he accused many Black fathers of acting like boys instead of men in his 2008 speech at the Apostolic Church of God. Through searching in the literature, a positive image for the Black father in the African American literary works is almost missing. What I am trying to do in this paper is to search for a new Black father. In order to achieve this objective, I will analyse Paul Beatty's novel, *The Sellout* (2015). In this paper, I will argue that although the novel uses the narration of the traditional Black masculinity, it is, in fact, a novel that bases itself on the principles of Black Male Feminism to present a healthy form of Black fatherhood. Black Male Feminism is an essential theoretical tool in making this new Black father. According to Ronda Anthony, this new Black father is "non-hegemonic, [who uses] alternative black masculinities that are nurturing, supportive, and productive to black people and communities" (*Searching for the New Black Man* 13). Also, Michael Awkward says that when Black men explore family matters, such as fatherhood, they "can expand feminist inquiry's range and utilization" ("*Black Man's Place(s) in Black Feminist Criticism*" 14). Paul Beatty, through his characters in the novel, provides this exploration. One of the novels' fathers represents traditional masculinity but fails miserably in his family relationships. On the other hand, the protagonist is successful in being a father figure for the children in the ghetto because he is a nurturer and empathetic.

## Paper Title: Restoring Reality: How J.S. Le Fanu's Fictional Communities Reconstruct Their Disrupted Realities

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### ABSTRACT:

This presentation takes a social-constructionist lens to the fiction of Irish Gothicist Joseph Sheridan Le Fanu (1814-1873). Though social-constructionist theory postdates Le Fanu, his rendering of communal reality-creation follows many of its central tenets by portraying reality as unfixed and consisting of shared understandings of the world. By applying this framework to Le Fanu, I highlight his forward-thinking insights into the ways communities contend with moments of disruption to their constructed reality. I define reality as communally built sets of rules, or paradigms, with which a community defines what is real and acceptable or unreal and unacceptable. Le Fanu depicts communities steadily building and reinforcing hegemonic social power structures and paradigms for categorising the material world, thus creating and maintaining their reality. Further, Le Fanu portrays them struggling with forces that, from their perspective, are unreal and socially disruptive: ghosts, vampires, and other subversive figures who threaten to replace their reality with alternate paradigms. Le Fanu's fictional communities are faced with the question of how to contend with these forces. Various figures within the community attempt to deny or defeat these forces. Others try to incorporate disruptive events into the fabric of the community. In each case, the primary goal is the maintenance of a coherent, stable sense of reality by any means necessary. In rendering such social dynamics in his fictional communities, we see Le Fanu mirroring and critiquing the often-oppressive ways Irish Victorian communities attempted to uphold socio-political and scientific paradigms when faced with the introduction of new paradigms. Therefore, through this social-constructionist perspective, we see a unique way in which Le Fanu's texts, and indeed Irish Gothic literature more generally, might provide astute reflections on communities that experience periods of socio-political and scientific revolution.

## Paper Title: Tomás O Fiaich, The British Government and an unexpected vacancy: An investigation into allegations of British interference in the appointment of Archbishop of Armagh, Tomás O Fiaich to the position of Cardinal in 1979.

### ABSTRACT:

Following the death of Cardinal Conway in 1977, Tomás O Fiaich was appointed to the position of Archbishop of Armagh and in 1979, elevated to the Cardinalship. O Fiaich was an outspoken Irish nationalist who had spent a several years in St. Patrick's College, Maynooth lecturing in Modern Irish History. Meanwhile, the conflict in Northern Ireland was moving into its eighth year and, following the removal of special category status, an offensive push was coming from Republican paramilitaries. Given the increasing level of violence and O Fiaich's political tendencies, the British government were not in support of his promotion to Cardinal in 1979. The British government wanted a more conservative church figure similar to Cardinal Conway following O Fiaich's actions as Archbishop of Armagh. He had publicly criticised prison policy in Northern Ireland and compared the H-Blocks to Calcutta following a visit to the prison. This paper will investigate allegations that the British Government lobbied the Vatican through significant members of the Catholic Church in Britain to prevent Tomás O Fiaich's appointment to the position of Cardinal. A wide-ranging literary review has taken place on Church involvement in The Troubles. From this examination, there is no analysis of this topic available. The available literature primarily centers on the Catholic Church and its discussions with the Republican movement around this time. An examination of the Church's reaction to the removal of special category status is lacking. This is essential to understanding the conditions surrounding O Fiaich's appointment. Given that Cardinal O Fiaich and Margaret Thatcher were in frequent contact regarding the H Blocks prison protest from 1979, ascertaining whether the British lobbied the Vatican would develop an understanding of the nature of this relationship.

## Paper Title: Mathematical Processes in Choreography

### ABSTRACT:

My project investigates the ways in which maths engages with contemporary dance practice. It is specifically concerned with exploring the interconnections between differential equations (DEs) and contemporary dance choreography as a medium for creating 'perceptible process' performance (one in which the process is visible in the performance). A DE is a mathematical equation that finds the average rate of change of a function by describing the relationship between a function (e.g., time) and its derivatives (e.g., velocity). DEs are crucial for identifying the affect one derivative is having on the function's average rate of change. DEs can describe the causal relationship between performer and performer, performer and space etc. Whilst in my second year of research, the process of working with programming software Pure Data (PD) and Max/MSP resulted in the development of a template for choreographic processes by using DEs to create choreography. I have fashioned a template code in PD to solve the original equation into tangible numbers, ready to score choreography, thus constructing a choreographic process. We are left with a choreographic template that can be reapplied for similar DEs to manipulate and adapt into choreography. Subsequently, my research objective for this experiment focused on how to develop the newly programmed choreographic process into a performance that reflected a visible process (one in which a process is identifiable in the performance). This area of research in process performance is an emerging, important topic within the field of dance research. My research contributes to existing methods and processes of creating choreography whilst providing working methods not readily available to choreographers and researchers in applying mathematics to choreography. The unique aspects of my chosen subject make for both an innovative and creative proposal that contributes to interdisciplinary research in both Dance and Maths. Choreographers already use maths in their processes, but this project provides valuable insights into ways to use complex maths to create new methods and new processes for choreographing. In this presentation I will present and explain my methods and findings for creating interdisciplinary performance across dance, maths and programming.

STUDENT: JOHN NUTEKPOR, IRISH WORLD ACADEMY OF MUSIC AND DANCE, UL

SUPERVISORS: PROF. HELEN PHELAN/PROF. MEL MERCIER

## Paper Title: Kutrikuku/Resilience: Cultural Dialogue through the Arts

### ABSTRACT:

Resilience is the process of adapting in the face of adversity, trauma, tragedy, threats, or significant sources of stress. Undoubtedly, the global covid-19 pandemic crisis has put our resilience to the test. Being resilient does not mean you do not feel distress. Emotional responses are expected for those that experience adversity. In fact, the road may well involve considerable emotional distress as part of the process of resilience. This paper explores the role of cultural dialogue amidst adversity, particularly in the context of new cultural communities in Ireland. Drawing on Irish and Ghanaian performative practices, it explores the potential value of cultural dialogue as noted by Hanssanli et al. (2019) to build social and cultural capital, promote social cohesiveness, give communities the opportunity for public celebration, facilitate a feeling of social harmony, enhance social identities, offer a release from the stresses of everyday life, positively influence subjective well-being, contribute to a sense of place and build better multicultural society. The paper grounds this exploration in a discussion of the creation, development, dissemination and reflexive evaluation of a musical and dance performance piece called Kutrikuku/Resilience, produced as part of an arts-practice investigation of cultural dialogue through music and dance pedagogy, curation and performance. John Nutekpor is a musician, educator, and festival curator with over two decades of experience teaching in primary, secondary, and tertiary education in Ghana and internationally. He has enormous performance experience with an in-depth knowledge of Ghanaian traditional music and dance which has led him to teach and present across Europe and North America. He holds an MA in Festive Arts from the University of Limerick and is a regular guest tutor at the Irish World Academy. He is presently conducting doctoral research around Ghanaian-Irish cultural dialogue, through music and dance pedagogy, curation, and performance, and has recently been awarded a grant by the Department of Justice and Equality for an integration project based on his research.

## Poster Title: Counterterrorism Initiatives: A critical review of the legal approaches taken by Saudi Arabia

### ABSTRACT:

Abstract Terrorism is a global concern that affects all nations. Since the 11 September 2001 attacks on American soil, terrorism has become a key concern and a threat that needs to be controlled. On 28 September 2001, the UN Security Council enacted Resolution 1373 under UN Charter Chapter VII to set up a general framework for the combatting of terrorism also called for international cooperation. In addition, the UN Global Counter-Terrorism Strategy in 2006 adopted Resolution 60/288, and member states reaffirmed that the protection of human rights is essential to all components of the counterterrorism strategy. In December 2013 Saudi Arabia introduced the first piece of counterterrorism legislation, the Law on Combating Crimes of Terrorism and its Financing (LCCTF 2013), is formulated and comes into force on 1 February 2014. There is a notable shortage of comprehensive research that examines Saudi Arabia's counterterrorism legislation since its establishment in 2014. This research project's aim is to comprehensively assess the Kingdom of Saudi Arabia's counterterrorism legislation and determine its compatibility with international cooperative efforts to protect human rights. Consequently, this research project seeks to provide academics, legislative bodies, and international organisations, including human rights organisations, with a better understanding of Saudi counterterrorism initiatives and approaches by adopting a legal perspective from within the Saudi legal system and from the point of view of the protection of human rights. A doctrinal approach to research will be followed, which involves an exploration of laws relating to the combating of terrorism and protection of human rights. The utilisation of documentary evidence enables the collection of valuable information regarding the provisions of the counterterrorism legislative framework in Saudi Arabia. This research study will also incorporate a comparative approach. The counterterrorism legislation of Saudi Arabia will be compared to similar legislation of other countries. The advantages offered by the comparative approach are that this approach is highly efficient in analysing legal and political science topics and that the information required for comparison is easily accessible. The findings of this research will make a significant contribution to the Saudi legal instruments by providing information that might be useful for future development and law reform under its international obligations, including the UN global counterterrorism strategy.

## Paper Title: The Ideology that is, Association of South East Asian Nations

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### ABSTRACT:

Since the launch of the General Agreement on Tariffs and Trade in 1947, the world economy has changed so much. The world witnessed two waves of regionalism, the first wave hit in the 1950s in Western Europe and the second hit in the 1980s with the proliferation of many agreements across the globe. The only factor that these two waves of regionalism had in common was their inability to motivate a structural integration of East Asia. The Association of South-East Asian Nations (ASEAN), although a regional agreement, rarely conformed to the conventional requirements of one. However, this changed after the economic crash of the Asian markets in 1997. This paper aims to discuss the origin story of the ASEAN and its evolution from being just a political ideology to becoming one of the world's most prominent regional blocs. The paper documents the development of the ASEAN Way of regional association and regional cooperation. A study of the ASEAN Way helps us understand why certain agreements were signed when it is difficult to determine the true intentions behind them. The paper then briefly discusses the different models of regionalism that exist and have been observed by other regions, which is followed by a discussion on how distinct the model adopted by the ASEAN is in comparison to the others. The ASEAN model has rightly been termed as Compartmentalised Regionalism. The final section of the paper then draws some conclusions on where the ASEAN is heading and how its adoptive model of regionalism is working for the region.

## Paper Title: The Disappearing Trial: The Impact of Incentivised Systems on Accused Persons in the Irish Criminal Justice System

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### ABSTRACT:

In the Irish criminal trial process, it is central to the rule of law that defendants are granted the fundamental right to a fair trial under Article 38.1 of the Irish Constitution. Principles established under the European Convention on Human Rights may also inform the Constitutional dimensions of the right to a fair trial, namely under Article 6. Thus, reference can be made to ECHR case law on the right for fair procedure when evaluating this area of Constitutional law. However, throughout Europe and across international jurisdictions, the full guarantees of the criminal trial are beginning to disappear as it becomes common for defendants to relinquish their right to trial proceedings by means of waivers. These waiver systems include plea bargaining and guilty pleas, cooperation agreements and abbreviated proceedings. Within these systems, incentives are offered to defendants to plead guilty, for example, in exchange for the possibility of a reduced sentence or charge when pleading guilty compared to the likely sentence to be imposed if convicted at trial. As a result, defendants waive important trial rights. The right to a fair trial and the due process safeguards that accompany it are enshrined in a host of international and regional human rights instruments. In several jurisdictions, only a minority of criminal convictions are still based on regular trials. However, in a Supreme Court decision, Justice Charleton stated that, in Ireland, such discussions have 'no place in the constitutional order of a trial in due course of law.' Many philosophical questions can be raised regarding this incentivised practice, primarily in relation to the protections of rights afforded to criminal defendants. As a result, this research aims to examine the scope and limitations of trial waiver systems against the full guarantees of the criminal trial process in Ireland.

## Paper Title: The Minimisation of Female-Perpetrated Sexual Offending in Irish Law and Policy

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### ABSTRACT:

Much of Irish law and policy pertaining to sexual offending has been informed by outdated stereotypical beliefs of femininity and criminality. These persistent attitudes contradict the reality of female-perpetrated sexual offending, which then serves to limit the ability of the Irish criminal justice system to effectively treat and respond to this particular cohort of offenders. The manner in which these beliefs have informed Irish law and policy will be discussed, with a view to making recommendations for reform. Looking to Irish legislation, it can be argued that the laws on sexual offences has often been constructed in such a way that has either led to the exclusion of women as perpetrators of sexual offences or has lessened the gravity of their offending behaviours. In doing so, the culpability and capacity of this cohort of offenders is reduced. Furthermore, this minimisation of female sex offenders reinforces the belief that women do not engage in these types of offences, thereby ignoring the reality of female-perpetrated sexual offending, which in itself presents a barrier to reporting and detection. The Irish law pertaining to rape, defilement of children, and incest will be reviewed to highlight the gendered inequities that have persisted in our sexual offences legislation. This paper will also discuss the shortcomings of the Irish criminal justice system in responding to and treating these offenders. In particular, the absence of suitable sex offender treatment programmes directed towards female offenders. While such measures have been implemented in order to treat male sex offenders and facilitate their re-entry back into the Irish community, this has not been the case for women.

## Paper Title: Special care orders and the inherent jurisdiction of the High Court – is it time for a change?

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### ABSTRACT:

Special Care can be simply defined as a form of civil detention for young people for whom there are real and substantial welfare concerns. Placement within a Special Care Unit can only be utilised as a method of last resort once all other options have been exhausted as it impacts on a child's right to liberty as protected under Article 37 of the United Nations Convention on The Rights of The Child. The role of the High Court in this area began in the mid-1990s, when it ordered the detention of a minor to "vindicate their constitutional rights." Due to the lack of a statutory framework at this time, the High Court was required to use its 'inherent jurisdiction' to uphold the rights of the child. It was not until 2018 that a statutory framework for Special Care Orders came into existence despite promises being made as far back as 1996 to legislate within the area. The introduction of the Children Act 2001 sought for Special Care orders to be heard within the District Court, to follow suit with all other care order's under the 1991 Act. However, the proposed statutory framework of the 2001 Act did not materialise and ten years later The Child Care Amendment Act 2011 sought to reverse the proposed 2001 amendment and to instead maintain the status quo and continue with the issuing of orders under the jurisdiction of the High Court. As a result, over twenty years later we have come full circle yet the process remains the same as it did in the 1990's. This paper will track the history of the use of the inherent jurisdiction High Court in relation to Special Care and I will consider is it time for reform within the legislation with respect to the hearing of Special Care Orders.

## Panel Theme: Legal and Social Controls resulting from Covid-19

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ABSTRACT:

COVID-19 has altered global societal structures, resulting in the enforcement of new legal and social controls. While some ramifications of COVID-19 have yet to be seen, the far reaching long term implications span many areas of our legal and social lives. This panel will discuss some of these implications focusing on four important legal and social areas, to understand the ongoing impacts of COVID-19. We will discuss the significant challenges for resuscitation and the handling of DNR decisions that balanced the risk for practitioners with that of their patients. The discussion will examine intellectual property and the use of IP by the Pharma sector on vaccines during a pandemic. In addition, the consequences for shadow banking will be explored, unveiling the serious implications for financial uncertainty on Ireland's €5 trillion sector. Finally, the discussion will examine the implementation of mass surveillance as governments attempt to control populations and the virus

STUDENT: LUCY M. DAVIS, SCHOOL OF LAW, UL

SUPERVISORS: DR. JOHN LOMBARD/DR. LYDIA BRACKEN

## Paper Title: Resuscitation during a pandemic: How the Irish Health Service Executive has responded to the challenges raised by COVID-19

### ABSTRACT:

The rise of the COVID-19 pandemic in early 2020 rapidly created a global pandemic and placed untold pressure on healthcare systems and practitioners worldwide. This pandemic, in particular, created significant challenges for resuscitation decisions, as this virus is transferable through respiration. Indeed, each individual resuscitation decision suddenly required practitioners to balance their own personal risk of infection with the needs of patients (Fritz and Perkins 2020). At the height of the first wave of this pandemic in 2020, this balancing exercise resulted in patient interests being subordinated to the pressures of the healthcare system as there were innumerable media reports in both Ireland and internationally of patients being labelled as ‘not for resuscitation’ without their knowledge (Malone 2020; Booth 2020). Since then, a conscious effort has been made by health departments and professional organisations internationally to reaffirm the rights of patients in resuscitation decisions through specific COVID-19 resuscitation policies and statements (HSE 2020; Resuscitation Council UK 2020; Welsh Government 2020; NHS England 2021). In Ireland, the Irish Health Service Executive (HSE) National Quality Improvement Team produced guidance in May 2020 to specifically address the challenges raised by the COVID-19 pandemic for resuscitation practice (HSE 2020). This guidance, entitled ‘HSE Guidance Regarding Cardiopulmonary Resuscitation and DNAR Decision-Making during the COVID-19 Pandemic’, will be the focus of this paper. This paper will be divided into three sections. The first section will provide a background on the specific issues raised by the COVID-19 pandemic for resuscitation practice. The second section will then explore the central provisions of this policy. Finally, the third section will examine the merits and drawbacks of this guidance as a response to addressing the challenges of the COVID-19 for resuscitation decision-making

## Paper Title: COVID-19 – IP rights relating to vaccines, is it time to review intellectual property (IP) in a global pandemic?

### ABSTRACT:

The World Health Organization declared the Covid 19 outbreak a Public Health Emergency of International Concern on January 30, 2020 and thereafter a Pandemic on March 11, 2020. This was a defining moment for humanity at the start of the 21st century. Throughout 2020, the deadly virus spread almost exponentially, resulting to date in 150 million cases and over 3 million deaths with the numbers continuing to rise daily. In response to this pandemic, national and international measures have been introduced, driven by public health concerns with dramatic consequences on social and personal life, economic life, travel, education, and even localized restrictions which have arguably impacted civil and human rights – but against a backdrop majority view of it being necessary for the greater public good. In November 2020, the first effective vaccine was announced, followed thereafter by three further vaccines. Despite critical shortages to date in the manufacture and distribution supply chains for these vaccines, there are no plans for the four international corporations to share their Intellectual Property (IP) with generic producers to speed the roll out. This paper will consider the restrictive use of IP rights during a WHO declared pandemic. If such a game-changing pandemic can force widespread legal, social, and economic changes on individuals and society as a whole, then should corporate commercial interests be enabled to ring fence their economic rights without any modification? In a pandemic is there a case for a form of force majeure to ensure widespread availability of a critical vaccine? Is it time to move away from a proprietary law approach with a focus on returns on investment in favour of an innovation law approach which would seek some measure of balance between economic and societal concerns.

## Paper Title: Shadow Banking, Ireland and COVID-19: A Critical Analysis of the Effects of Social Controls

### ABSTRACT:

The onset of the COVID-19 pandemic in Ireland last year sparked fear among the nation for loved ones' health, of the future of businesses young and old and was accompanied by controls of activities within the state. This was not an isolated situation and across the globe, nations faced the same controls, leading to a halting of global trade and commerce. A side effect often overlooked in this context was the cessation of shadow banking activities, as the private markets scrambled to ensure the safety of their assets. Since the pandemic is ongoing, the full effects for Ireland cannot yet fully be synthesised, however we can already see that the pandemic has posed difficulties to our shadow banking sector. These difficulties have included a reduction in legal work associated with the sector, a lack of available private funding for banking institutions' non-performing loans portfolios and a general uneasiness surrounding the strength of the sector when financial difficulties occur. The current restrictions are in place in line with a global effort against COVID-19 and concerns abound as to whether stability would be maintained if restrictions were localised. The shadow banking sector is worth approximately €5 trillion in Ireland, which for reference would be enough to make each Irish resident a millionaire or if converted to a stack of euro coins, could go to the moon and back 12 times. With such astronomical sums, can Ireland successfully navigate its social controls to harness the benefit of shadow banking or are we poised to suffer negative consequences through our relationship with the unknown

STUDENT: LOUISE MCNEIL, SCHOOL OF LAW, UL

SUPERVISORS: PROF. SHANE KILCOMMINS/DR. ALAN CUSACK

## Paper Title: Pervasive Surveillance: Social controls during a pandemic

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### ABSTRACT:

Our entrenched history of surveillance has shaped the way we perceive and manage problems in the modern world, often disproportionately reinforcing and intensifying the impact of surveillance and controls placed upon marginalized groups during key moments in history. The current pandemic has proven to be no exception to this rule. As COVID-19 sweeps the globe, new methods of digital surveillance and controls are being implemented on global populations and economic interests have become pitted against the health of nations. Governments around the world have spent the last year with the unenviable task of attempting to balance freedom and control, economics and health, surveillance and privacy. Yet questions must be asked, as the changes often disproportionately reinforce and intensify the impact of surveillance and controls placed upon marginalised groups. During these times of difficulty and uncertainty, the drive towards increased levels of surveillance and social monitoring becomes pivotal in controlling the spread of the disease, yet it also raises serious human rights questions. Our legal structures have struggled to catch up with the digital changes of the twenty-first century and the pandemic has intensified the issue. As governments implement new digital tracking platforms to record sensitive personal health data and intimate aspects of our lives, we find ourselves unquestioningly embracing new levels of state led mass surveillance. Privacy and human rights activists have highlighted concerns regarding the storage, sharing and use of this digital data, questioning if these new surveillance techniques will ever be dismantled in the aftermath of the pandemic. This paper questions the blasé attitude of both modern policy makers and societal acceptance, which has led us onto a path of mass surveillance that ignores previously held ideals about accountability and proportionality.

STUDENT: SULTAN SAMAH A ALENEZI, SCHOOL MODERN LANGUAGES & APPLIED LINGUISTICS, UL

SUPERVISORS: PROF FIONA FARR/DR. ÍDE O'SULLIVAN

## Paper Title: Implementing Online Blogging in Saudi Writing Classes

### ABSTRACT:

Explore Saudi EFL learners Perceptions and Attitudes Writing is a very important skill in language learning and communication with others. However, the way they were taught writing focused mostly on grammar and vocabulary and the classes were teacher-dominated; besides, lack of interaction and motivation between that made the students' uppermost concern was how to pass exams (Ezza, 2010; Javid & Khan, 2014). This means that teaching EFL writing in Saudi Arabia depends only on transforming theoretical information in a passive atmosphere. Although effective learning should be a social process that depends on interactions between students and their peers according to Vygotsky's Sociocultural theory. The significant developments in information and communication technology (ICT) in recent years have contributed to creating interactive/collaborative learning environments (Kazancı and Caner, 2020; Mai and Bao, 2020). Among those technologies that have been employed as e-learning tools in EFL classes is online blogging. According to Latha (2020), the blog creates an opportunity for learners to discuss their ideas, negotiate meaning, clarify their knowledge, and obtain feedback for refining their ideas before posting their work. Furthermore, regular interaction via the blog enhances collaborative learning skills among learners. This study investigates the effect of the use of the blog as one of the interactive Web 2.0 tools in learning and teaching English as a Foreign Language (EFL) writing in the Saudi context, in order to explore: I) the perceptions and attitudes of Saudi EFL learners towards implementing blogs in English writing classes, and II) the perceived advantages and challenges of adopting this method of teaching and learning. The study employs a mixed-methods research design approach, integrating qualitative and quantitative methods through a combination of questionnaires and interviews. The participants in the study were a group of undergraduate students studying at the Department of Languages and Translation at the Northern Border University, Saudi Arabia, majoring in English language and literature.

## Paper Title: Exploring Intercultural Awareness of Irish EFL Teachers in the UAE

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### ABSTRACT:

This paper explores the ICA of Irish novice teachers of English as a foreign language (EFL) in relation to cultural and educational practices in schools in the United Arab Emirates (UAE). The study is undertaken against the backdrop of the recent rapid expansion of English language education in the UAE (Department of Education and Skills 2019; Kelly 2019) and the growing number of Irish graduates seeking to avail of these new career opportunities. The broad aim of the research is to determine the nature of the inter-cultural awareness (ICA) of the target group with a view to informing future directions in TESOL teacher education. It draws on approaches and theories from the field of ICA (Baker 2015; Byram 1997; Deardorff 2011; Kramsch 1998; Porto et al 2018) and Deardorff's (2006; 2009) Pyramid Model of Intercultural Competence (ICC) to interpret quantitative and qualitative data sourced from surveys completed by undergraduate students at the early stages of their TESOL modules at an Irish Higher Education institute. Results show that the participants displayed only a superficial understanding of the target culture and related intercultural challenges in areas such as gender roles, teaching, and educational traditions, and religious and societal norms. These findings confirm the conclusions reached by Daly (2016) in an earlier related study which highlighted the need for targeted ICA education for teachers of EFL seeking to work in the UAE. The research also revealed a wealth of further insights that can help to inform the development of an ICA framework for TESOL teacher education to better address the needs of teachers.

## Poster Title: An empirical study of business discourse in the Irish technology sector

### ABSTRACT:

Focusing on the Intercultural Communicative Competence (ICC) skills of Irish English speakers in international virtual teams. This study investigates the intercultural communications of Irish English speakers who work in the Irish technology sector. The technology sector employs over 210,000 staff in Ireland today with 9 out of 10 global software and US technology companies basing their European headquarters in Ireland (Technology Ireland report, 2020). The aim of this research is to identify key features in Irish English speech in international virtual teams which in turn, will scaffold the creation of "on the job" based intercultural communication training for higher education and professional learners. Although there exists substantial research around business discourse (Drew and Heritage, 1992) and virtual teams (Ford, 2017; Lockwood, 2015), these studies mainly target management level reviews. This research proposes a bottom up approach, targeting individual contributors, as it is in this role that most employees begin their working lives. This researcher also intends to solidly contribute to Business English as a Lingua Franca (BELF) pragmatics theory (building on Seidlhofer, 2004) with the expansion to include native English speakers and furthermore, address the paucity of Irish workplace discourse studies (a notable exception being Cacciaguidi-Fahy and Fahy, 2005). My initial Macro Research phase involves the wide-scale distribution of a communication behaviour questionnaire to Irish employees in the technology sector. My Micro level research then involves the creation of a transcribed corpus of Business English as a Lingua Franca (BELF) speech of approximately 150,000 words. The data will be transcribed from international virtual meetings that include Irish English speakers. The corpus-based findings will be then compared with the results from the communication behaviour survey. This comparative analysis will identify any delta between Irish English interlocutors' perception of their intercultural communication behaviour and the reality as evidenced in the "language in action" spoken corpus analysis.

## Paper Title: Representation of LGBTQ+ identities and discursive strategies in the Irish Marriage Equality Referendum debate

### ABSTRACT:

Grounded in a theoretical foundation of Queer Linguistics and Critical Discourse Analysis, this paper critically examines the language used in broadsheet newspaper articles relating to the Marriage Equality Referendum in Ireland during the month of May 2015. The vigour of the debate, which characterised this referendum, is reflected in the language used by certain people, political institutions, and the Irish media. This paper aims to expose the ideologies drawn upon in the debate and critically consider the discursive strategies used to frame arguments both for and against same-sex marriage. Corpus linguistics techniques, including keyword searches, concordancing, collocations, N-grams and close readings, are used to highlight a primary discourse of “difference”, which constructs LGBTQ+ people as “detrimental to society”. Surprisingly, this is drawn upon by both the VoteYes and VoteNo campaigns and manifests in three primary ways: (i) by constructing LGBTQ+ people as the effectors of change on the institution of marriage with which they are perceived to be incompatible, (ii) as a threat to the welfare of children, and (iii) as inappropriate parents of an adult-oriented nature compared to the traditional mother-father duo. This occurs through exclusionary definitions of marriage, a ‘diminishment-enhancement binary’, the recontextualisation of discourse, and a strategy of non-phobic stance taking.

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## Poster Title: Warden yet Prisoner: Republican Prisoners, Criminalisation & Portlaoise Prison 1975-85

### ABSTRACT:

In states experiencing conflict, research proves prisons to be sites of political and symbolic significance with rituals involved in imprisoning political activists intended to not 'only silence and intimidate individual political actors, but also to completely extinguish their political movements and organisation' (Buntman, 2003). During 'the Troubles' the Irish State found itself in conflict with the IRA, detaining convicted members at Portlaoise Prison. This research examines how members of that organisation and agents of one of the States it was trying to subvert, co-existed in one site of struggle. During the period studied, 1975-85, Portlaoise Prison allowed 'a status or particular regime for Republican prisoners' which included allowing prisoners engage in daily military drills, while communicating only through the prisoner's own leaders and command structures. Such practices led to some, including prison officers, questioning who was actually in charge? Despite such special status, there were many challenges by the Republican prisoners to the institutional power in Portlaoise prison. Resistance took many forms, including escape attempts, riots, hunger strike and the shooting of an off-duty prison officer which later led to his death. A site of multidimensional resistance, Portlaoise was also a site of oppression and persecution. Substantial evidence of serious ill treatment of the prisoners includes: beatings, inhumane use of solitary confinement, forced strip and body searches and closed visits. Even staff at the prison were critical of the excessive force against. Using the lens of Garfinkle's (1956) 'Degradation Ceremonies' to explain that treatment as an attempt by the Irish State to extinguish the Republican movement this research will consider whether the behaviour of both prisoners and those detaining them were dependent upon the responses of the other or were they simply following orders within their own command structures, making the prison another battlefield on which the conflict was fought.

PANEL THEME – QUALITATIVE RESEARCH: 'THE GOOD, BAD AND THE UGLY'

STUDENTS SPEAKERS: HANNAH SANTINO, MOUFIDA BENMOUSSA, TOIRÉASA NÍ FHEARAÍOSA, SOJOOD MOMANI, DEPARTMENT OF SOCIOLOGY, UL

ABSTRACT:

This panel has been organised by sociology students at different stages of their research. Through it, they will discuss their experiences with the qualitative research process, delving into their expectations, positive outcomes, and unanticipated pitfalls. They will reflect on their individual experiences as researchers conducting semi-structured interviews, by discussing what went well, in addition to the setbacks they encountered in their attempt to empower underrepresented voices.

The good: Importance of convenience; flexibility and adaptability for both participants and researchers.

The Bad: What has been done before and determining the most suitable method for your research project.

The Ugly: Inadequate expectations; poor questioning techniques and materials; role conflicts and gates slammed shut by keepers.

The purpose of the panel is to inform on the challenges that come with qualitative research interview processes; and aims to shed light on strategies to overcome those challenges.

PANEL THEME – QUALITATIVE RESEARCH: 'THE GOOD, BAD AND THE UGLY'

STUDENT: HANNAH SANTINO, DEPARTMENT OF SOCIOLOGY, UL

SUPERVISORS: PROF. LEE MONAGHAN/DR. BREDA GRAY

## Paper Title: The Good

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### ABSTRACT:

From April 2020 through November 2020, I completed 22 semi-structured interviews for my PhD research on women's experiences of postnatal depression and the medicalisation of maternal distress. This presentation explores the "behind-the-scenes" view of how a qualitative research project was conducted, with specific focus on what went well during the data collection phase. In total, I completed 25 semi-structured interviews, with three of these interviews taking place before the start of the COVID-19 pandemic. With this contrast in mind, I reflect on my experiences as a researcher doing qualitative research and conducting semi-structured interviews. I prioritise my perspective as the researcher in this presentation (rather than concentrating on the findings), so that I can offer my reflections on what went well while conducting interviews. I look at the role of convenience (for the participants and the researcher); flexibility (for the participants and the researcher); and adaptability (for the participants and the researcher) and reflect on how these traits functioned while I was scheduling and conducting interviews and how elements of these traits were conducive to a positive interview experience and to the completion of the data collection phase of the research. The purpose of this presentation is to be informative for anyone about to embark on or in the midst of their qualitative research interviews.

## Paper Title: The Bad

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ABSTRACT:

In the twenty-first century, social media and new communication technologies assumed significant importance in political and social movements all around the globe. The multifaceted relationship between social media and social movements attracted substantial attention among researchers. Numerous scholars adopted qualitative research methodologies, including interviews, focus groups, surveys, and content analysis, to collect data from social networking sites (SNS) such as Twitter, Facebook, and YouTube. In addition, a plethora of research was conducted to investigate the interrelation between mass media, including print media, television, radio and online media, and democratic movements using different or similar qualitative methods. In this regard, this presentation aims, first, to separately discuss the qualitative methods used to collect and analyze data in social media studies and mass media studies with relation to politics and democracy. This preliminary discussion serves to introduce novice, as well as more advanced, researchers to decide the most suitable qualitative methods for their research. Due to the lack of studies investigating the triad relationship between social media, mass media and social movements under the realm of qualitative methodology, the second part of this presentation.

## Paper Title: The Ugly

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### ABSTRACT:

During the years 1975-1985 Portlaoise Prison effectively became another battlefield on which the conflict known as ‘The Troubles’ was fought. A clear understanding of what transpired in the prison can only be achieved from the perspective of those who experienced it, in their own words. One of the methods used in this qualitative research is in-depth semi structured interviews with former prison officers and former IRA prisoners. A process of purposive sampling, appropriate to a qualitative methodology, is being utilized to present as accurate an account as possible without the researcher attempting to appropriate the ‘voice’ of any of the participants. However, despite our collective familiarity with the activity, the research interview is not without its challenges. This discussion reflects on the pitfalls encountered to date which may benefit those about to embark on or in the midst of their qualitative research interviews. Experiences that may negatively impact on the gathering of necessary data will be outlined including: failure to explore how the researcher conceives the world in advance of interviews; poor phrasing of questions; poor balance of broad and narrow questions; tendency to ingratiate rather than build a rapport; role conflicts; difficulties with under and over communicative interviewees and getting the gate slammed shut by a gatekeeper. Strategies developed to mitigate against the potential negative impact on data collection and efforts by the researcher to unlock the gate to respondents willing and able to give accurate information will also be shared.

## Paper Title: How do Muslim Women in the West Negotiate Modesty and ‘hijab’ through Self-Representation on Instagram?

### ABSTRACT:

Muslim women have occupied much thought in academic research, particularly in relation to how they have been represented by others. Muslim women living in the West today are of various cultural, ethnic, and socioeconomic backgrounds, thus, consequently approach their religious identities divergently. The rise of social media and its use as a platform for self-expression and self-representation has given Muslim women a platform from which to be heard and seen in ways that were previously unattainable. In this regard, these Muslim women have discovered novel ways to break boundaries and challenge homogenized stereotypes about them by expressing themselves in the online space. At the same time, coinciding with an increased online presence, global brands have recognised modest fashion as a niche market, marking the beginning of the hijabi influencer/brand collaboration relationship which has further amplified the online exposure of Muslim women. Drawing on original qualitative data from fieldwork conducted internationally with Muslim women as social media producers and consumers, this paper examines how these hijabi influencers are negotiating ‘new’, socially and religiously constructed notions of Islamic modesty, while simultaneously trying to align with norms of what is currently deemed aesthetically attractive. It evaluates the impacts capitalist collaborations are having on Muslim women’s interpretations of religiously defined ‘Islamic’ notions of ‘modesty’; aiming to determine whether these interpretations are challenging Western stereotypes or complicating Islamic notions of religiosity and the influencers’ performative ‘Muslimness’. Finally, it provides insight into brands and influencers’ utilisation of hijab, contributing to debates as to whether this is to be regarded as regressive or progressive for Muslim women living in the West. Theoretically, this paper is set to the work of Goffman, Saussure and Barthes. Empirically and theoretically, this research builds on and adds new insights to existing research on Muslim women’s self-representations and social media usage.

**PANEL THEME – SOCIOLOGICAL APPROACHES TO THE LGBTI+ ISSUES OF IDENTITY AND EXPERIENCE**

**SPEAKERS: ELLEN REID, RACHEL WHITBECK, VANESSA LACEY (LIT), OMAR SAAL,  
DEPARTMENT OF SOCIOLOGY, UL/LIMERICK INSTITUTE OF TECHNOLOGY**

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**ABSTRACT:**

This panel presents ongoing research which examines the intersections of the LGBTQ+ community. Researchers aim to engage in substantive in-depth research which pushes the boundaries of traditional academic approaches to queer cultures and communities. Incorporating qualitative research data that explores socio-cultural pressures placed on individuals to conform to sexuality norms, and the perceived tension between faith and LGBTQ+ identities within LGBTQ+ organisations in Ireland the research discussed here provides significant insight into contemporary society in Ireland and abroad. Adopting sociological theoretical and methodological approaches, these research projects encapsulate and examine the “diluted” understandings of identity, sexualities and faith and to present possible futures of care and support within LGBTQ+ communities within Irish and European society more broadly.

Paper Title: “Especially my mother...”: Exploring the tenuous relationship between individuals who identify with bisexualities and their mothers in post-marriage equality Ireland

ABSTRACT:

My research is concerned with exploring the lived experiences of individuals who identify with bisexualities in post-marriage equality Ireland. 34 participants took part in semi-structured qualitative interviews via MS Teams. In my initial analysis, a strong pattern has emerged concerning relationships between individuals who identify with bisexualities and their mothers. Almost one-third of the research participants expressed that their mothers had negative attitudes towards bisexualities. Global research has found women to be more tolerant of LGBTI+ people (e.g., Dodge 2016; Herek 2002), and that bisexual people often favor their mothers when disclosing their bisexuality to family members (Scherrer, Kayzak and Schmitz 2015). However, in Ireland, poor reactions from mothers to their children’s disclosure of bisexuality have been reported (e.g., Maycock et al. 2009). This has been underexamined within literature, and it is a theme which my data analysis seeks to address.

Many feminist theorists have argued against “mother-blaming”: “mothers being held responsible for the actions, behavior, health and well-being of their (even adult) children” (Jackson and Mannix 2004). I wish to introduce the potential theory that, in an Irish context, these negative reactions towards bisexualities – particularly the disclosure of bi+ identities – are attempts to mitigate wider negative societal perceptions of themselves, their children, and their families. I posit in this paper that the tenuous mother/child relationship in these contexts is due to the constraints placed on Irish women that are informed by a national culture of State-sanctioned misogyny. I theorize that the socio-cultural pressures placed on women to conform to gender roles and sexuality norms influences their worldview, including their expectations for their children. Overall, this paper argues that the mothers’ perceptions of bisexualities as deviant are made real by fears of social exclusion and discrimination by the wider society.

## Paper Title: Holding Space for Both: The (Un)Reality of Tension Between Faith and LGBTQ+ Identities in Irish LGBTQ+ Organisations

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### ABSTRACT:

There is a significant amount of literature examining the relationship between various faiths/religions and LGBTQ+ identities and the need to 'reconcile' faith with a person's LGBTQ+ identity to create a 'coherent' identity, which stems from the anti-LGBTQ+ teachings of many faiths, which can cause LGBTQ+ people feel that they cannot be both religious and LGBTQ+ and must therefore choose between the two (Clark et al 1990; Le Vay and Nonas 1995; Melton 1991).

This paper explores the relationships between LGBTQ+ people who belong to a minority faith and LGBTQ+ organisations in Ireland. In Phase 1 of my doctoral research, I conducted semi-structured qualitative interviews with representatives from six LGBTQ+ organisations across Ireland. These participants all agreed that faith is an important part of LGBTQ+ people's lives and identities. However, this is placed in the context of a history of negative messaging toward LGBTQ+ people from the Irish Catholic Church and a common experience among Irish LGBTQ+ people of being rejected by the Catholic faith. Many participants in Phase 1 expressed a decision, conscious or not, within their organisations to not introduce faith as a topic of discussion within the organisation or with members/users of the organisation in order to maintain a comforting and welcoming environment for more LGBTQ+ people.

This paper examines this perceived tension between faith and LGBTQ+ identities within LGBTQ+ organisations in Ireland and introduces it to the perspectives of LGBTQ+ people who identify as belonging to a minority faith. This paper presents preliminary analysis of the reported tension, or lack thereof, reported by these Phase 2 participants and compare these findings with the findings from the Phase 1 interviews with LGBTQ+ organisation representatives.

STUDENT: VANESSA LACEY, LIMERICK INSTITUTE OF TECHNOLOGY/DEPARTMENT OF SOCIOLOGY, UL

SUPERVISORS: JENNIFER STRITCH (LIT)/DR. AMANDA HAYNES (UL)

## Paper Title: “Can I “Can I still say Dad?”: An Exploration of Loss and Grief Experienced by Irish Adult Transgender Women and their Families.

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### ABSTRACT:

This research investigated the experiences of adult trans women and families of adult trans women concerning grief and loss. Hermeneutic phenomenology was used as the methodology to understand the meaning that participants had in relation to grief and loss. The findings highlighted that both cohorts of participants did experience grief and loss and there was a range of loss experienced. The emergent dominant theme for both cohorts was an ambiguous loss. Trans women retrospectively experienced ambiguous loss from childhood, with the confusing and conflicting loss of the authentic gendered-self. The women also experienced a range of life-long losses regarding the ambiguous loss of loved ones in the context of gender transition. Family members experienced a range of losses on becoming aware that their loved one planned to gender transition, and there was evidence that the loss was confusing, conflicting, and in many respects unresolved. There was evidence that both sets of participants also experienced ambiguous gain and traumatic growth and they developed the resilience to help them live with the boundary ambiguity.

## Paper Title: Intersectionality in Victims' Experiences with Hate Incidents

### ABSTRACT:

My research's central aim is to utilise the Theory of Intersectionality to gain insight into victims' experiences with hate incidents in Europe. Specifically, hate incidents that manifest prejudice against victims at the intersection of two or more identity groups. Existing literature suggests that an individual's accumulation of identity risk factors heightens their likelihood of experiencing targeted violence (Sin et al 2009). Hence, this paper aims to reflect my research objective of gaining empirical evidence of the distinct harms and risks that intersectional victims of hate crimes may face when they are pursued on multiple grounds of identity.

Furthermore, I question whether Intersectionality could be operationalised in hate crime policy and by support services. The point being, to expand the remedies available to hate crime victims who possess "complex identities" (Mason-Bish 2014) and are often the marginal members of already marginalised groups (Purdie-Vaughns and Eibach 2008).

Existing hate crime policy has been developed using what Crenshaw dubs as "single-axis analysis" because it categorises people into groups based on one strand of their identity (Crenshaw 1989). While different identity groups have been added as hate crime policy has evolved, this single-axis approach oversimplifies the variety of identities and how that impacts hate crime experiences that victims suffer (Fredman 2016). Identity oversimplification is particularly problematic when individuals have been victimised based on multiple (perceived) traits, especially where one or more may not fall under legally protected characteristics.

As such, I theorise that if the aim of hate crime policy is to send a positive message to marginal communities, the diluted understanding of identity on which it is based may ultimately obscure victim needs and overlook chances to prevent harm to those who are not immediately compatible with existing European hate crime frameworks.

## Paper Title: The Emerald Isle in a New Age of Words: A Critical Analysis of Ireland's National Political Discourse on Undocumented Non-EU Immigration in the Era of Trump and Brexit

### ABSTRACT:

The second half of the second decade of the twenty-first century has been particularly eventful in terms of the political events and changes taking place in many Western societies. From President Trump's election in the US to the Brexit vote in the UK and the increasing success of parties like UKIP and Marine Le Pen's Le Front National in France, right-wing politics seems to be on the rise. Perhaps what is most distinctive about these right-wing politicians and parties is their avowed and fierce opposition to immigration. Some of their rhetoric on immigrants and ethnic minorities has been remarkably hostile and vulgar. From president Trump's characterisation of Mexican immigrants as "rapists" and as "bringing drugs" and "bringing crime" to the description of the UK's Brexiteer prime minister, Boris Johnson, of Muslim women with burkas as looking like "bank robbers" and "letter boxes," this rhetoric continues to grow in many countries. It is still unclear, however, how it has affected public discourse in the Republic of Ireland. The construction of non-EU immigration in Irish political discourse particularly remains largely unexplored by academics in relation to recent global events and in light of the changing political map in Europe and the US. Relying on a qualitative paradigm and applying Norman Fairclough's critical approach to discourse analysis, this research seeks to investigate that by analysing a number of political discourses by several prominent Irish politicians belonging to different political parties. These discourses will be selected on the basis of their relevance to the issue of undocumented, non-EU immigration and their recency (2015 and after). The selected discourses will be put to a three-dimensional method of analysis that includes a systematic description of the language components, a discursive interpretation, and a socio-cultural, context-based explanation for each of the chosen texts.

STUDENT: CHLOE CARROLL, INTERDISCIPLINARY, SCHOOL OF MODERN LANGUAGES & APPLIED LINGUISTICS/ENGLISH, IRISH & COMMUNICATION, UL

SUPERVISORS: DR. MARIANO PAZ/DR. SINEAD MCDERMOTT

## Paper Title: The Monster of the Trump Era

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### ABSTRACT:

My research explores the contemporary construction of the witch on screen and how the figure responds to social and political issues of the Trump era. This presentation will illustrate how I utilize monster theory, exploring what this consists of, and how it is beneficial to approaching the witch as a body of meaning. This presentation will begin with an overview of monster theory, proceeding to briefly define the witch and highlight the importance of the figure extracted from history to serve a contemporary purpose on screen. The presentation may then provide a case study to highlight how the witch serves to be a feminist lens into contemporary issues and also provide a narrative upon history that has seen women persecuted for difference. This presentation will provide insight into my research and highlight why I perceive the witch to be a powerful feminist tool that aligns with the goals of feminist theoretical work. Done so by recovering alternative experiences and exploring how retelling narratives from the perspective of the witch confronts patriarchal power structures which condemned the figure but also how this can confront contemporary issues once again threatening to oppress. This research is primarily concerned with power and resistance within society and how representations of the Western witch responds to this, confronting Trumpism on screen.

STUDENT: ROBYN CUNNEEN, INTERDISCIPLINARY, SCHOOL OF MODERN LANGUAGES & APPLIED LINGUISTICS/DEPARTMENT OF POLITICS & PUBLIC ADMINISTRATION, UL, TRINITY COLLEGE, DUBLIN

SUPERVISORS: DR. MARIA RIEDER/DR. ANDREW SHORTEN/DR. JOHN BOSCO CONAMA

## Paper Title: Title: The Official Recognition of Irish Sign Language: Exploring Public and Political Discourse in the Construction of a Language Policy Through the Lens of Minority Language Rights

### ABSTRACT:

The Irish Sign Language Act 2017 commenced in December 2020 after a 35-year campaign and previously failed 2013 Bill. This research will investigate (a) public versus political discourse surrounding ISL recognition via a corpus-based critical discourse analysis (CDA) and compare the prevailing issues (or absence thereof) to the contents of the Act (b) to what extent the d/Deaf community believe it will benefit them (or not) and (c) how the community identify- a group with a disability, linguistic and cultural minority or both and determine which of these identities is more prevalent and its influence on the formulation of the policy. Using the findings, this research will suggest enhancements to the Act and new understandings regarding the real-life implications of the accorded language rights will allow us to anticipate the effects of these on the d/Deaf community considering the Act commenced in December 2020 and will be reviewed every five years. Sketch Engine will be used to compare public (social media, news articles and radio interviews/coverage) and political (Oireachtas debates, Bills and amendments) discourse via a corpus-based CDA and Nvivo will be used to analyse interview transcripts arising from interviews with d/Deaf community members, senior members of Deaf representative organisations and political figures involved in ISL recognition. Gaining insights from all parties involved will allow for a full understanding of the recognition and implementation processes. A CDA of the Act will then allow for the identification of what issues were accommodated for. This research will have impact at both societal and political levels. It will function as a source of consultation for future reviews of the Act and allow for an enhanced understanding of d/Deaf community perspectives on sign language rights.

## Paper Title: Discourses of Extremists Islamic Groups for recruitment in Europe

### ABSTRACT:

Many researchers have depicted ISIS and the Taliban as either purely religious ideological movements which have distorted religion for their own means. However, this research will examine how these groups are driven by more political and social underpinnings, blending it with religious discourses of their own and creating a separate model of political Islam rather than already established political Islam in the form of Shia and Sunni political school of thoughts. Both ISIS and the Taliban invoke a sense of the people's 'right to rule the world' based on a common ideological framework. This research will examine how these extremist groups have used political communication modalities to promulgate their 'political social and religious narratives in the West (Europe & America). This study adopted Corpus Linguistic Analysis of two ISIS available online Magazines i.e. Dabiq and Rumiyyah and Taliban Published Magazine Shariat. The Corpus Analysis of these Magazines would drive the Data to understand the groups' utilization of political, social, and religious discourses to recruit people from Europe. To create further objectivity in this exploratory study, a Discourse Historical Approach (DHA) would be conducted to carry out a critical discourse analysis of the magazines to establish the ontological significance behind the production of the political, social, and religious discourses for manipulation and recruitment in the west (Europe & America). This research would further investigate the recruitment causes by conducting in-depth interviews across Europe from Muslim clerics assigned in mosques from those areas where ISIS and Taliban recruited their fighters. This study will explore that how these discourses are used to influence people's psyches and create a parallel school of thought of political Islam which is so alluring and persuasive that its 'sympathizers' are hampered from thinking and perceiving outside of the construct of the illusion. This research will sort to recommend different strategies to understand the recruitment process of these groups and further extend it to conflict zones in the world.

## Paper Title: Western Media Representations of Nigeria in the Context of Organized Terrorism

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### ABSTRACT:

Ndela (2005), Bunce (2015), and Ojo (2019) deduce that Africa has received unfair and biased media coverage over the years from the western media. More specifically on Nigeria, Ekeanyawu (2008), Malaolu (2014), and Adegbola (2018) believe that the western media reported the country in a predominantly negative light. The analysis will seek to explore the in-depth meaning of the language of the relevant texts; how such language is employed and its effects as an agent of communication; and its impact on people and society. This study uses a case study critical discourse analytic approach to compare coverage of the Boko Haram insurgency in North-Western Nigeria during a key period - the abduction of the Chibok girls. This case received a lot of media coverage both domestically and internationally. The coverage of the abduction of the girls in popular western media outlets (BBC and CNN) will be analyzed along with its contributions to the perception of Nigeria and the continent at large. Various components of the language like vocabulary, grammar, pronunciation, tone of voice, fonts, and its written form will be explored and examined. Although the research is still in its very early stages, I will be presenting preliminary data gathered from media sources on the kind of headlines that permeated the media between April 2014 and March 2018. This timeframe is chosen because it was during this period that some of the girls were released and 2018 was a major milestone as a good number of the girls were recorded to have been recovered over the four-year period.

STUDENT: SANDRINE UWASE NDAHIRO, INTERDISCIPLINARY, SCHOOL OF ENGLISH,  
IRISH & COMMUNICATION/DEPARTMENT OF POLITICS & PUBLIC ADMINISTRATION, UL

SUPERVISORS: DR. YIANNA LIATSOS/PROF. TOM LODGE

## Paper Title: African temporalities a consideration

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### ABSTRACT:

This paper addresses temporality in the African context. It specifically considers how multiple and competing frames engage with and further the understanding of 'African time' as it has been represented in colonial texts composed by Western scholars, filmmakers, and writers. This presentation is offering a postcolonial reading of this text by considering the critical scholarship of African scholars such as Achille Mbembe ( Cameroon), Sophie Oluwole ( Nigeria ), and Alain Mabanckou ( Congo) among others. The particular temporal framework that my presentation will centre on is that of future time. In colonial times, the African continent was depicted as a mythic state of space without a future, as the future is understood as a Western temporal framework. Africans are still seen as formally colonized helpless victims stuck in time and waiting for the benevolence of the West for salvation. In light of this predicament, my paper will address this issue and will reflect on how African writers such as Wole Soyinka, Zakes Mda, and Mohale Mashigo have challenged this Western understanding of African futurity by insisting on Africa specific representation of cosmologies, prophecies, afterlives, and utopian ideals of an alternative future to the ones made available by Western epistemologies. My paper will conclude by considering the values of this African text for the global future.

STUDENT: MARY CURTIN, INTERDISCIPLINARY, SCHOOL OF LAW, KEMMY BUSINESS,  
UL

SUPERVISORS: DR. UNA WOODS/DR. CHRISTINE CROSS/DR. CAROLINE MURPHY

## Paper Title: Farm Ownership

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### ABSTRACT:

The disinherited daughter Farming continues to be a male dominated sector in Ireland. In 2016, females represented only 12% of farm owners in Ireland. Women generally do not own the land they work on; instead, they farm land which is owned by their husbands, brothers, or fathers. In 2016, of the 71,700 females working on Irish farms only 22% (16,100) were the owners of the farms on which they worked (CSO 2018). I will begin with a brief overview of my PhD research which seeks to identify legal, social and financial impediments to female farm ownership in Ireland. One reason why the rate of female farm ownership in Ireland is so low is that male family members tend to be favoured over daughters when it comes to inheriting the farm. This conference paper outlines the effectiveness of two legal remedies which may be available to a daughter who has been disinherited through the express provisions of the farmer's will or through the rules which govern an intestate death: the Section 117 application and the doctrine of proprietary estoppel. To illustrate how either remedy might provide a solution to a disinherited daughter who has devoted her life to farming the land I rely on a case study. I conclude with a discussion of the reasons why daughters continue to be discriminated against when it comes to farm succession planning. CSO (2018) Central Statistics Office, available: <https://www.cso.ie/en/releasesandpublications/ep/p-fss/farmstructuresurvey2016/da/fo/i/>

## Paper Title: The potential of StudentSurvey.ie data for insights into student engagement in learning and teaching: a case study

### ABSTRACT:

This PhD research is seeking to investigate whether the learning expectations and experiences of academic teaching staff and first year students in Higher Education are aligned in the context of student engagement. One data source in this research is StudentSurvey.ie, the annual student engagement survey in Irish Higher Education, which asks students two open-ended questions about their learning experience in their education institution. This presentation will share feedback provided by first year undergraduate students at the University of Limerick on, a) what the institution does best to engage students in learning (N715), and b) what the institution could do to improve students' engagement in learning (N654). Data is taken from the 2018 completion of the survey and will provide a baseline for the research project, as well as a pre-Covid insight into students' learning experiences. A thematic analysis was undertaken on the StudentSurvey.ie qualitative comments to identify, analyse, and report patterns within the data. An inductive, data-driven approach has been taken to identify the themes that emerge using Braun and Clarke's (2006, p.87) phases of thematic analysis. StudentSurvey.ie defines student engagement as reflecting, "...two key elements. The first is the amount of time and effort that students put into their studies and other educationally beneficial activities. The second is how higher education institutions deploy resources and organise curriculum and other learning opportunities to encourage students to participate in meaningful activities that are linked to learning" (StudentSurvey.ie 2020, p.16). One of the research sub-questions in this work is, 'how do first year students categorise useful learning experiences and those that need more consideration in higher education in Ireland?'. To align to this question and manage the quantity of data, the thematic analysis focused on distinguishing 'classroom-related learning activities' and 'non-classroom related activities'. These findings provide insight into what first year students identify as valued in their learning at UL, and similarly what more is being sought. The data has the potential to assist in informing learning and teaching policy and practice within a student engagement framework. Braun, V. and Clarke, V. (2006) 'Using thematic analysis in psychology', *Qualitative research in psychology*, 3(2), 77-101, available: <http://dx.doi.org/10.1191/1478088706qp063oa>. StudentSurvey.ie (2020) StudentSurvey.ie: Irish Survey of Student Engagement National Report 2020, Dublin, Ireland.

## Paper Title: Transcribing, Refining and Analysing History vital records in a low code environment

### ABSTRACT:

The growing literature on Digital Humanities (DH) and fact-driven historical data analysis explains the importance of computer science and humanities collaborative work. DBDIrl - Death and Burial Data: Ireland 1864-1922, an interdisciplinary research project, adopts a data-driven public-history and DH research methodology to integrate data from heterogeneous humanities domains to aid in knowledge discovery. DBDIrl combines historians' understanding of historical data with computer analysts' tools and methodologies. We use specific kind of Model-Driven Design paradigm called XMDD (eXtreme Model-Driven Design) for facilitating the development and wide adoption of innovative new methodologies in historical research. In the DBDIrl context, the XMDD adoption offers opportunities for computer scientists and historians to co-design and test a variety of applications on real, large historical data collections. Using abstract representations of data and processes we combine computing knowledge with the outcome of the historian's knowledge. In this paper, I will discuss how we use historical data archiving and analysis framework that supports flexible data integration between different historical sources and provides a web-based platform for a wider range of researchers through adequate user interfaces. To enhance the reusability, adaptation and evolution, the application development uses DIME, a low-code application design framework, where stakeholders can develop their application within a low-code environment. With DIME and Domain-Specific Modelling Languages for reusable features and functionalities, our project continuously involves historians and computer application developers via a prototype and 'test first' paradigm. This paper also demonstrates how the agile model-based approach helps repeat the feedback and co-design cycles with the historians in a continuous refinement process. At the same time using XMDD helps to reflect, present, and explain the work progress to the non-domain specialists and the historians to understand and monitor the development.

## Poster Title: The effect of early life experience on the development of adult depression

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### ABSTRACT:

Depression is something that can develop at any age. However, for a number of people the origins of their depression can be traced back to childhood or during teenage years. During my research into depression and the therapeutic benefits of animation the theme of early life experience has arisen as being one element in the development of adult depression. In this poster presentation I will briefly discuss some of the factors that may have initially triggered depression as indicated by participants themselves. The findings came about as a result of semi-structured interviews using qualitative methods to gain an insight into the lived experience of having depression. These range from experiences in their family of origin to school. In this poster presentation I will explore the findings of my research relating to early life experiences which may be linked to depression in later life.

## Paper Title: The Positional Between-Competition Running and Technical Performance of Elite Hurling Match-Play

### ABSTRACT:

The aim of the current study was to describe the between-competition differences in the physical and technical demands of elite senior hurling match-play. GPS (10Hz, STATSports Apex) were used to analyse the running performances (total distance [TD] [m], relative distance [RD] [ $\text{m}\cdot\text{min}^{-1}$ ], high-speed distance [HSD] [ $>17 \text{ km}\cdot\text{h}^{-1}$ ], sprint distance [SD] [ $>22 \text{ km}\cdot\text{h}^{-1}$ ], the number of sprints [ $>22 \text{ km}\cdot\text{h}^{-1}$ ], mean length of sprint, and peak speed [ $\text{km}\cdot\text{h}^{-1}$ ]), while video analysis software was used to analyse the technical performances (possessions, 1st touch, catch, jab lift, solo, steps, strike long, strike short, handpass, puckouts, total shots, goals, points, and wides) of senior elite male hurlers in the National Hurling League [NHL] and Championship games over four seasons (2017-2020). Greater TD [ES = 0.32], RD [ES = 0.26], SD [ES = 0.41], and number of sprints [ES = 1.29] were completed in Championship vs. NHL games. Full-backs [ES = 0.38], half-backs [ES = 0.91], half-forwards [ES = 0.21], and full-forwards [ES = 0.95] completed greater TD in Championship vs. NHL games. Half-backs [ES = 0.69], midfielders [ES = 0.48], and half-forwards [ES = 0.44], completed greater HSD in Championship vs. NHL games. Senior hurlers had more possessions [ES = 0.17] and completed more catches [ES = 0.33], solo's [ES = 1.00], long strikes [ES = 0.50], and shots at goal [ES = 0.82] in Championship vs. NHL games. Half-backs [ES = 0.61], midfielders [ES = 0.54], and full-forwards [ES = 0.18] had more possessions in Championship vs. NHL games. Half-backs completed greater instances of all technical skills [ES = 0.00-1.50], except handpasses [ES = 0.39], in Championship vs. NHL games. This is the first study to report the between-competition differences in running and technical demands in elite senior hurling. This data can assist coaches in preparing hurlers for the higher demands of championship.

## Poster Title: Meta-physical Exhibitions and Post Pandemic Pedagogy: Beyond the Gallery Space

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### ABSTRACT:

The purpose of this research study is to investigate the potential of merging traditional methods of gallery learning and engagement with new methods of inquiry discovered through the virtual experience of the Covid19 pandemic since March 2020. These methods aim to build connections between primary schools and the contemporary art exhibitions at Limerick City Gallery of Art (LCGA). The study takes place amidst a time of sudden disruption brought upon by the Covid19 pandemic, causing changes in how artwork is being created, viewed and distributed. Closed gallery spaces during this period have forced a global trend of 'meta-physical exhibitions' leaving audiences no choice but to engage with culture through digital interfaces at home during lockdown. Which has led many in the sector to question the merits of such virtual/online/digital experiences. Along with artists and curators, gallery educators have also been working hard to keep up, adapt and learn from this changing situation. This study employs a combination of a/r/tography (Springgay et al. 2007) which is an arts-based methodology that recognises my role as a reflective artist, teacher and researcher, with the interpretative analysis of online art projects originating in 2020 between LCGA and local primary schools during Covid19 lockdowns. The research question arising from this analysis asks; to what extent have these sudden developments affected how exhibitions and indeed art itself is valued, accessed and engaged with? More specifically what implications could these new challenges on access and engagement have for the future of gallery pedagogy and its potential to have a lasting impact on the approach to art education in primary schools?

## Poster Title: Mapping Social Enterprise capacity and demands in the Mid West.

### ABSTRACT:

The aims of this research is to build awareness of Social Enterprises and to look into the challenges that Social Enterprises contend with, funding barriers, policy alignment, supports and many more that will be discussed throughout the presentation. In the past number of years Social Enterprises have grown in terms of shape, structure and there are companies that are now, more aware of their worth and valuable role within communities, society and around the world. A Social Enterprise is an organisation that strives to fulfil a social mission that was set out to tackle a social issue and improve the current situation that individuals face today (National Social Enterprise Policy for Ireland 2019-2022). Social Enterprises face a number of challenges such as meeting the demands of a community through the provision of services that is accessible to all. In addition to this, Mdee, Lyne and Cornelius 2008, describes the concerns of government policy and the implementation of policies are placing strain on Social Enterprises with the responsibility this brings. According to The Department of Rural and Community Development, there is a lack of understanding of what a Social Enterprise is and this calls for clarification. The need for clarity is paramount to develop and construct a new era for Social Enterprises, stemming from this is the reasoning behind my research. The ultimate aim is to produce map of each Social Enterprise in the Mid-West. In addition to this aim are many more such as seeking structure around funding opportunities for Social Enterprises, looking at how Social Enterprises measure the impact of their services, building awareness within the wider community and strengthening engagement with individuals to participate in their local resource centre, policy alignment to meet the needs of Social Enterprises with a not “one size fits all” approach. Furthermore, leading to a multimethod approach to capture insights into the world of a Social Enterprise, their voice. To gather information and construct an analysis of themes emerging, an interview and questionnaires will be given to Social Enterprises and organisations that provide supports and services to Social Enterprises. This research will contribute to the growing body of knowledge related to Social Enterprises with its specific focus on Social Enterprises to increase their contribution to the social, environmental and economic structures.

**PANEL THEME – SYMBOLS OF TRANSFORMATION: THE POWER OF VISUAL  
IMAGINATION FOR FACILITATING CHANGE**

**STUDENTS: LYN MATHER, TERESA MASON, AISLINN O’KEEFFE, LISA HESTER, LIMERICK  
INSTITUTE OF TECHNOLOGY**

**ABSTRACT:**

The process of creative imagination provides us with the living symbols and metaphors which can weave together the psychospiritual and matter to form a relational bridge between our inner and outer worlds. This panel is comprised of researchers exploring the potential of working with visual imagery and the visual imagination to understand individual and collective issues. A common thread is the shared view that symbols and mythopoeic images help us make meaning of our lives – some of the issues arising address ‘othering’, nuanced interpretation, the feminine and ideas about transformation. Jungian psychology informs a number of these projects, and one has art-making as a key aspect of the work. All are concerned with developing scholarship on psychosocial aspects of visual images. The researchers will present their work to date on the Creative imagination, Visionary Art and the figures of the Witch and Sheela-na-Gig.

## Paper Title: The Nature of the Creative Imagination

### ABSTRACT:

This presentation sets out to convey the essence of the creative imagination as understood within the tradition of Depth Psychology, with emphasis on Analytical Psychology. A working model of the creative imagination is proposed as derived primarily from Carl Jung's active imagination method. This model outlines the stages of the creative imagination process, which aims to make visible the workings of the imagination within the various layers of the psyche: consciousness, personal unconscious, cultural unconscious, collective unconscious and the psychoid. The focus of the research is on imagery as emerging from the unconscious layers. The research extends Jung's approach by exploring the creative imagination as a practice beyond analytical psychology, arts psychotherapies, but as relevant also to the arts and a variety of creative practices. This encompasses the application of the proposed model for reflective and reflexive practice purposes, not only for individuals but specifically also as relevant to group contexts. Jung calls for an 'ethical confrontation'. This is shown as a task that is becoming more pertinent to our current contexts and poses questions as to our ongoing practices as creatives, artists, or those working with the psyche. This is the necessary work within the mythopoetic landscape: work that bridges the personal and the cultural, with a potential transformational role for culture. The research is situated in the transdisciplinary context of art and psyche with the overall aim of integration, balance and healing. It addresses the fragmentation and splitting caused by Western industrial society's overvaluation of rational consciousness. In contrast, the current work is inspired by a more holistic vision and the notion of the *imaginatio vera* (living, true imagination) as an agency of change in the *unus mundus* (one world).

STUDENT: TERESA MASON, LIMERICK INSTITUTE OF TECHNOLOGY

SUPERVISORS: DR. MATTHEW MARTER/DR. MARTINA CLEARY

## Paper Title: What Does the Silent Woman Have to Say Now? Sheela-na-Gig as a Contested Symbol of the Feminine

### ABSTRACT:

Medieval Sheela-na-gig carvings, common in Ireland and shrouded in mystery, are enjoying a time in the zeitgeist. This presentation will provide the evidence for this, which includes an appropriation of the iconography in contemporary visual culture. It is a remarkable fact that many of these forms of a naked woman displaying her vulva are found on the outside walls of Christian churches. The Sheela-na-gig image has suggested a number of interpretations or has engaged various projections and this rich symbolic appeal will be explored in the presentation. It will involve an opportunity to see some Irish Sheela-na-gigs as well as modern interpretations from international artists and in the Irish context. This research is building on the scholarship of the Sheela-na-gig phenomenon, from a feminist perspective, through the use of traditional Jungian theory (on symbols and archetypes). Jungian psychology, as a discipline, has traditionally engaged with visual imagery, exploring and working with symbols from dreams in the clinical setting as a potential resource for healing. Carl Jung used his own art making to access the resources of his unconscious, as can be seen in recent publications of his writing and images. (The Red Book published in 2009 and The Black Books in 2020). Jungian and post-Jungian theory are increasingly being used to enhance understanding of the contribution of visual arts to the culture. It is planned that this project will be developed to articulate a post-Jungian analysis of the cultural dimensions of Sheela and what a resurgence in interest might say about Irish society. In other words, it is hoped to explore, from a depth psychological perspective, what this visual symbol might enable us to access and give voice to now, at this particular time.

## Paper Title: Witchcraft and Magical Processes as an Imaginative Device in Contemporary Irish Visual Arts Practice

### ABSTRACT:

The witch is a figure that has endured in the Western imagination for centuries, perhaps millennia. A figure of contested meaning, vilified in some quarters, honoured in others, but almost always a representation of the feminine. In this visual art practice-based research, the witch is invoked as a symbolic disruptor of the oppressive capitalist system, and in particular of the gendered division of labour and gender norms, through an engagement with Marxist feminist theory. The artist also engages with feminist aesthetic analysis, especially, Alexandra Kokoli's concept of the feminist uncanny which manifests through an engagement with domestic materials and the concept of the return of the repressed feminine. O' Keeffe seeks to symbolically revive the witch through her art practice, conceiving of this process as a form of art necromancy where she embodies the witch in the creation of new artwork through witchcraft and magical processes. In this way, the witch is invoked through the practices associated with this figure – witchcraft, magic and magical thinking - in artistic acts whose aim is to symbolically subvert patriarchal capitalist conventions of femininity. In the art-making process, witchcraft and magical processes are also harnessed as an imaginative device that seeks to counterpose the ubiquity of capitalist rationale. In *Capitalist Realism: Is there no alternative?* (2009), Mark Fisher observes that 'it is easier to imagine the end of the world than it is to imagine the end of capitalism', identifying the problem that for many, it is not even possible to imagine an alternative organisation of society. This research seeks to explore the possibility for magical processes in the realm of art-making to begin to expand the imagination in the service of conceiving a transformation of society.

STUDENTS: LISA HESTER, LIMERICK INSTITUTE OF TECHNOLOGY

SUPERVISOR: DR. MATTHEW MATHER/DR. MARTINA CLEARY

## Paper Title: Re-envisioning Visionary Art: An Inquiry into Analytical Psychology

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### ABSTRACT:

In contemporary and historical art criticism, the term ‘visionary’ describes various talented artists who seem to have little in common – for instance, Leonardo de Vinci, Hilma af Klint and Alex Grey. Why is the term ‘visionary’ used to describe their unique and challenging creations? Moreover, the term is either defined insufficiently or excluded entirely from art term glossaries and mainstream platforms. This observation is curious and requires further investigation. Nevertheless, two genres have attempted to define the category – outsider art and fantastic realism. These two movements agree that the term represents an artist who effectively depicts their psychological or spiritual journey. However, they have drastically opposing viewpoints on the configurations’ aesthetic characteristics and the technique required for its production. Likewise, in recent years Jungian scholars have shown an increased interest in the ‘visionary mode of creativity.’ Yet, analysts and academics in this field focus on literary or alchemical examples when discussing this mode. When there is a discussion on a visual’s artist work, it is predominantly a focused interpretation that excludes the broad field of art criticism. This inquiry inspires the question: Can we gain a more nuanced understanding of visionary art by considering the interconnections between art criticism and analytical psychology? This presentation considers a Jungian and post-Jungian view of visionary art and its role within humanity. This discussion involves a brief introduction to Jung’s concept of the ‘visionary and psychological mode of creativity’ and Erich Neumann’s ‘four stages of art in relation to its epoch.’ This discussion concludes by considering how analytical psychology can inform the research question.

## Paper Title: Regulatory Creep – Satisfaction or Surveillance in Irish Social Care Practice

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### ABSTRACT:

A mixed methodology approach will be presented, using both qualitative and quantitative approach, exploring SPSS and Thematical Analysis for the data analysis. This research will explore the impact of recent policy developments and statutory instruments and its relationship between regulatory bodies and social care practitioners and managers. CORU framework is proposing for social care workers to be regulated and to be given a title in 2023. Additionally, the concept of “regulatory creep” will be examined specifically related to the social care profession. Limited research and evidence exist which assist us in conceptualising and understating of recent nature of governance, “regulatory creep”, and surveillance in the ever-evolving social care profession and arena in Ireland. Little attention has focused on the impact of recent policy developments and the relationships between regulatory bodies and social care practitioners and managers. A mixed methodology will be used to gather a full volume of social care practitioners voice through semi-structured interviews and surveys throughout Ireland. At baseline, this research will explore and examine a generally agreed articulation of what constitutes regulatory creep and the impact for social care practitioners. The philosophy will use a pragmatic approach advocating for the ‘application of the methods of the natural sciences to the study of social reality and beyond’ (Bryman, 2012 p11). A qualitative approach, using twenty semi-structured interviews, with the origins of a hermeneutic phenomenology by Husserl (1859-1938). Surveys will be used for the quantitative approach, using SPSS for analysing the data. Using both methods will aim to add depth and volume to the existing literature in relation to CORU’s new upcoming regulations for social care workers.

## Poster Title: Emotional Eating Increase in Lockdown

### ABSTRACT:

A Possible Solution Emotional Eating can be categorised as eating triggered by emotions in the absence of physiological hunger (Arnow, Kenardy, & Agras, 1995). Emotional eating differs from binge eating in that is a tendency to overeat in response to negative emotion whereas binge eating refers to eating large amounts of food to an uncomfortable point, often in secret and accompanied by a sense of loss of control (Saljoughian, 2021). Whilst binge eating is often more apparent and diagnosable, many therapists believe it to simply be the latter stage of the continuum of emotional eating (Multi Service Eating Disorder Association, 2021). Due to its lack of concrete defining characteristics, the HSE state that they are unable to report statistics for emotional eating and binge eating in Ireland Emerging literature is suggesting that emotional eating is on the rise since the beginning of lockdown, with women being most likely to engage in these behaviours. Most research found that increased emotional eating was significantly predicted by a higher level of anxiety and depression, fear and an already high BMI. (Al-Musharaf, S., 2020; Ateş Özcan et al., 2020; Coulthard et al., 2021) Research indicates that Mindfulness meditation may be a potential tool to help regulate emotional eating with some studies also correlating this with a reduction in depressive systems (Höppener, 2019). Yoga has also shown it's potential to reduce stress and anxiety (Lundt, A., & Jentschke, E., 2019) and whilst hasn't been studied directly in connection to emotional eating, has shown great promise in the study of eating disorders (Brennan et al., 2020). There have also been many studies correlating lower BMI and yoga practitioners (Gawrys, W., 2020). A combination of both yoga postures and mindfulness meditation may be an effective way to combat the predictors of emotional eating.

## Poster Title: ICT in a visual arts context in post primary curriculum; A European investigation.

### ABSTRACT:

The issue of ICT in education is complex and, while it is accepted that ICT is not a direct route to high achievement, it continues to play an important role in education. The upsurge of new media and technologies that learners use in their everyday lives can be exploited in creative and innovative ways and contribute to formal and informal learning. ICT and new digital media has enabled new or more efficient ways of doing things and provides new tools that facilitate students' learning, yet studies show that digital media use in the formal classroom, particularly by students still remains limited. Therefore, developing understanding of how and why digital media is used and not used continues to be of interest. In recent times the significance of digital media and learning in education and society has grown through online and blended learning due to the Covid 19 pandemic. While much has been written about ICT and technology in education and in the classroom, far less has been written in the visual arts classroom context. This research examines how technology in post primary education can be a catalyst for inculcating creativity in the curriculum and explore the extent of ICT practice in the Irish post primary Visual Art classroom in comparison with a sample of its European counterparts. Technology is changing the way visual art is created and shared by young people, challenging school art programs to remain current and relevant. With all this technological capacity at our fingertips, how is the visual art classroom adapting to this new world? This research sets out to analyse the extent new media and technology is integrated in the post primary visual art classroom. The study supports the exchange of good practices while encouraging training and exchange to enhance the quality of teaching, analysing teacher experience and expectation, supporting the use of digital technologies to improve pedagogies and assessment methods, setting up transnational teacher training and strengthening cooperation between European teachers and education institutions.

## Paper Title: An Investigation of Sprint Profiles of Senior Elite Camogie Players during Competitive Play

### ABSTRACT:

The current study aimed to investigate the sprint profiles of senior elite Camogie players between halves of play and among playing positions. Camogie is a field-based stick (hurley) and ball (sliotar) sport which is indigenous to Ireland. Forty-three ( $n = 43$ ) elite female Camogie players ( $23 \pm 5$  years;  $174 \pm 5$  cm;  $68 \pm 9$  kg) wore 10-Hz GPS devices (STATSports, Apex) to record data in 20 competitive games during 2018 - 2020 season. The total sprint distance (TSD), number of sprints (NOS), NOS classified as length ( $< 20$  m,  $\geq 20$  m), and the NOS in relative speed intensities (80 - 90%,  $> 90\%$ ), the mean sprint duration and between-sprint duration were analysed. The TSD was  $162 \pm 102$  m accumulated by  $9 \pm 5$  NOS. The NOS  $< 20$  m,  $\leq 20$  m was  $7 \pm 3$  and  $3 \pm 2$ , respectively. The NOS 80 - 90%,  $> 90\%$  were  $6 \pm 3$  and  $3 \pm 3$ , respectively. The mean sprint duration and between-sprint duration was  $3 \pm 1$  sec and  $6:29 \pm 3:12$  min:sec, respectively. A second-half decrease was observed for TSD (ES = -0.24), NOS (ES = -0.33), NOS  $< 20$  m and  $\geq 20$  m (ES = -0.50 and ES = -1.00), and NOS  $> 90\%$  (ES = -0.63). Full-backs accumulated less TSD and NOS than half-backs (ES = -1.07, -1.21, respectively), midfielders (ES = -1.54, -1.41, respectively) and half-forwards (ES = -0.91, -0.92, respectively). Midfielders and half-forwards had a longer mean length of sprint (ES = 0.88, 0.92, respectively) and duration of sprints (ES = 0.66, 0.60, respectively) compared to full-backs. Half-backs performed a greater NOS ( $< 20$  m) than full-backs (ES = 1.17). The findings in the current study should be considered when developing training strategies to replicate the sprint demands of competition within Camogie.

## Paper Title: An Exploration of the Pedagogical Practices of Personal Development in the Training of Social Care Workers in Limerick Institute of Technology

### ABSTRACT:

The requirements of the Social Care Worker require a diverse pedagogy in a training process that covers a multitude of theoretical and practical areas of study. These may include Philosophy, Sociology and Psychology to more practical areas such as, Law, Social Policy and Social Care Practice (Lawlor and Share, 2009). My research examines the pedagogical benefits, limitations and /or challenges for the Social Care student of engaging in Personal Development (PD) as a module of the BA (Hons) in Applied Social Studies in Social Care in Limerick Institute of Technology (LIT). In a wider Irish context, the need for Personal Development (PD) in the training of the Social Care Worker is acknowledged as an essential aspect in engaging effectively with the needs of the client (Kennedy Report 1970, CORU 2017). While training and education practices differ between higher education institutes in Ireland, the presence of PD is consistent in one way or another, whether it be through creative practices and activities or group-based learning. (Cremen, 2019). The PD small group experiential model in the Social Care Programme in LIT reflects part of a wider pedagogical philosophy in the Institute, specifically in its commitment to active learning and the holistic personal development or growth of the student (Ryan, 2021). PD brings together traditional and more modern pedagogies in a student-centered approach to learning that is both experiential, and theoretical. This presentation will explore the pedagogical practices that cradle the module and its potential impact on the Social Care Worker in training. I will examine the link between Social Pedagogy and Social Care in a European context as highlighted by Hallstedt and Hogstrom (2009). I will also explore the predominant perspectives in Philosophy, Sociology and Psychology that influence the pedagogical practices and beliefs underpinning the Personal Development module.

## Paper Title: Student Engagement in An Online Learning Environment

### ABSTRACT:

Student engagement theory is based on the idea that the more meaningful and engaging a learning experience is, the more the students will learn (Astin 1999, Trowler 2010). This paper explores the effectiveness of implementing active learning approaches in an online class to enable student engagement. While active learning is recognised as an effective approach and is defined as students being “involved in the learning process” (Bonwell & Eison 1991) bringing that involvement from a face to face class to an online class is not a direct transition. The online classroom can be seen as a passive learning environment where staff are talking to a blank screen not knowing if students are listening or understanding. For students the online experience can be passive and difficult for students to maintain attention. The study seeks to identify which active learning methods/approaches can be implemented online and which led to engagement in the learning. This research involved interviewing staff on their experience of teaching online, the study explored how staff adapted their approach to teach online and what opportunities and challenges they found when teaching online. In addition to conducting staff interview, a student survey was conducted to capture the student voice. This combined data highlights the key areas where engagement occurs and new opportunities and gaps arise. The benefits include, having access to recorded lectures, flexibility around classes and increased digital literacy skills around the use of online applications for groupwork and collaboration. However the lack of social engagement in the online space and the behavioural engagement from student can leave students feeling isolated and overwhelmed. This paper looks at how a teaching approach that integrates well designed active learning approaches can facilitate engagement and support students in an online learning environment.

## Paper Title: Title Animating 'the Click': an arts-based, qualitative study of addiction experience among Irish individuals in recovery

### ABSTRACT:

In collaboration with Aiséirí, one of Ireland's longest established addiction treatment services, three focus groups with individuals in recovery were undertaken to produce data for an animated film. The presentation will focus on the development of the first animated piece of the project; the influence of the interviewees on the film's content and style, and how the findings were created into a narrative that aims to communicate the findings on recovery experience. The group sessions provided the study with various perspectives and experiences of addiction and recovery in Ireland. In addition to the questions, art-based tools were used in the sessions which included a life-graph, as a reflective tool, and a character-design clay activity. The clay activity, which asked the participants to personify their own addiction in plasticine, provided invaluable visual research for the animation development, allowing a rich insight into how the participants viewed their addiction. Thematic analysis contributed to the development of key themes from the transcripts. The four major themes include: 1. Illusion of Control, 2. The Click (a period of change), 3. The Snake (symbol representing addiction), and 4. Significance of Help in Recovery. There were also several minor themes. Participants emphasised the depths of darkness and isolation in addiction, stressing how difficult the path to recovery is, yet they offered aspiration of a successful recovery by means of achieving 'the Click'. Due to the findings, the story takes an overview of the group recovery experience focusing around five distinct points: Illusion of control; Losing control (realisation of one's own powerlessness); Loss; Help; and the Click. Other themes and visuals then interweave within this journey storyline. The animation is age-friendly and will serve as a recovery asset for Aiséirí and their service users in preventative and family programmes and will also be available as an online resource.

## Poster Title: Perspectives on enhancing a culture of Learner Voice in the 21st Century Irish Post-Primary School

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### ABSTRACT:

The aim of this research is to explore the perspectives that stakeholders have on embedding a culture of learner voice in a secondary school. The research focuses on the following research questions: - What is this school doing to capture learner voice? - How effective are different teaching methods in obtaining learner voice? - Does eliciting learner voice have a positive impact on teaching, learning, assessment and engagement from the perspective of stakeholders? - What are the stakeholders' perceptions on the value of the voice of the learner? This constructivist study will accumulate knowledge by vicarious experience to empower learners. Case study is the chosen methodology to conduct an in-depth study of learner voice (Bell 2005). This ethnographic insider research study aims to include the full school population (n=403), teachers (n=19), management (n=4), parents (n=25) and members of the Board of Management (BOM) (n=4) and challenge them consider how learner voice impacts teaching, learning, assessment and engagement. The study includes a phase of action research (Lewin 1946) where teachers will focus on one method of eliciting learner voice in each class group. Observations will glean quantitative data on how often and what type of voice is most heard in the classroom. Students' views will be also gleaned through focus groups. Teachers' views will be sought through round table discussion and interview. At the end of the project, all participants will be asked to reflect on their experiences in an online anonymous survey. A round table discussion will take place comprising of representatives of stakeholders. Teachers will submit a reflective journal which will have documented their journey. These varying methods will help triangulate data and give opportunity for quantitative and qualitative responses.

## Paper Title: The Potential of Arts Partnerships To Support Teachers: Learning from the field

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### ABSTRACT:

In recent years, arts partnerships have gained increased popularity as a means of delivering arts education and art-in-education in schools. Creating opportunities for both teachers and artists alike, arts partnerships can enhance a shared sense of purpose and mutual respect, while also developing creative skills, knowledge and expertise. Advantageous to schools, teachers, children and broader communities, these partnerships are also beneficial to the artists involved. However, the term 'partnership' can be also highly problematic, with teachers sometimes feeling they lack influence over these programmes. As a result, these partnerships can limit and consequently, become less effective. Although many studies on both a national and international level (Kenny, 2009, 2010, 2011; Kenny & Morrissey, 2016, 2021; Wolf, 2008; Partti & Vákená, 2014; Christophersen, 2013; Abeles, 2018) have identified these successes and challenges, a gap in how arts partnerships can enhance teachers' professional development regarding arts education still exists. Therefore, this paper discusses the potential impact of arts partnerships and whether these collaborations can act a professional development initiative, to potentially enable and support teachers in their enhancement of arts education. The evidenced impacts, possibilities and indeed, challenges of such arts partnerships in schools are explored while arts partnerships approaches, policies and directions on a both national and international level, are also discussed. Literature is also critically reviewed regarding the facilitation of, and teacher professional development in, arts education. Keywords: arts education; arts partnerships; teacher professional development; support.

## Paper Title Informal and Non-Formal Music Education Approaches and the Primary School: Interim Findings from a Pilot Cycle Study into the Experiences of Music Teaching and Learning in the Primary Classroom using the Musical Futures Approach

### ABSTRACT:

A growing body of international research into informal and non-formal pedagogies highlights this area as a promising pathway to meaningful music education with students. Musical Futures, drawn on the work of Lucy Green, is one such approach which has over 20 years of research in music education contexts around the globe. The approach forefronts the needs, interests, and abilities of students in the music lesson, focusing on the playing and making of music, while the teacher acts as a facilitator of the process of students' musical discovery (Green 2002; 2008; Karlsen and Väkeva 2012; Finney and Philpott 2010; Folkestad 2006). This paper will outline the learning gained from the pilot cycle of data collection and analysis that forms part of a doctoral thesis examining the impact of Participatory Action Research on music teaching and learning vis-à-vis the Musical Futures approach. Both teacher and student experiences will be presented, revealing insights into informal and non-formal approaches within the Irish primary generalist context which have gone previously un-researched in this manner. As the research has taken place in the midst of COVID-19, the paper will also illustrate the impact that the pandemic has had on the musical participation and engagement of students in a socially-distant paradigm. These findings bring to light the influence of teacher beliefs and values regarding music and musicality on students experiences and outcomes in music education while also revealing the potential benefits of the Musical Futures pedagogy on the musical and extra-musical development of students. Following from the pilot cycle, these findings will be used to inform future research cycles during the project.

## Paper Title: The Co-Occurrence of Gender Diversity and Autism Spectrum Disorder

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### ABSTRACT:

Reviewing the Literature on the Co-occurrence of Autism Spectrum Disorder and Gender Dysphoria Research in the field of Gender Dysphoria and Autism Spectrum Disorder is an expanding at a rapid rate. Gender Dysphoria is a diagnosis is given when a person does not identify with the sex they were assigned at birth and it causes an ongoing clinical level of distress and/or impairment in their life (American Psychological Association [APA], 2013). This may include behavioural difficulties or self-harm. Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder, characterised by challenges in social interaction, communication and repetitive interests, behaviours and activities (American Psychiatric Association [APA], 2013). Between 2015 and 2018, there was a 52% increase on the number of empirical studies published on Gender Dysphoria and ASD (Øien, Cicchetti, & Nordahl-Hansen, 2018). In 2018, the Journal of Autism and Developmental Disorder had a special issue on Gender and ASD. In line with this increase in research, clinical services have experienced a rise in the number of gender diverse people who also have a diagnosis of Autism Spectrum Disorder (ASD) (De Vries et al., 2010; Jacobs et al., 2014). Therefore, a review of the literature was conducted to gain a greater understanding of this co-occurrence. This paper explores potential explanations for the comorbidity. Checklists for assessment and treatment are also recommended to aid psychologists with the differential diagnosis of Gender Dysphoria and ASD.

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