“Creating future innovators and impact for education, industry, the professions and society”

Nottingham Trent University

**Doctoral School** School of Social Sciences PhD

Projects - 2016
Welcome to the Nottingham Trent University Doctoral School

The Doctoral School provides a supportive environment and a thriving research culture that encourages you to reach your full potential as a research degree student.

Valuing ideas, enriching society

We encourage new ideas and new ways of thinking across the whole University through a culture of discovery and innovation. We believe our research has the potential to impact the world we live in and change lives.

Research excellence

Our research is recognised across the world. In the most recent Research Excellence Framework (Ref 2014) most of our research was considered internationally-excellent or world-leading.

The University is committed to developing and expanding its activity to increase the scope, quality and impact of our research.

Be part of our research

With MPhil, PhD and Professional Doctorate research degree opportunities across each of our academic schools, we support students conducting research in a diverse range of areas. Our research students form an important part of our research community and make a significant contribution to our activity.

We offer full-time, part-time and distance learning research degree opportunities.

Our Professional Doctorates offer you the opportunity to contribute to research in your profession while attaining a research qualification.

A supportive community

We are committed to supporting and developing our research students.

You will have academic, administrative and personal support throughout your studies and access to dedicated workspace and exceptional facilities.
Excellent support throughout your studies

The Doctoral School aims to provide excellent personal and practical assistance for our research students creating a supportive and pro-active environment.

Support and guidance

Your main source of advice and support will be your own doctoral supervisory team, which will include a director of studies and at least one other supervisor. This team will be selected based on their experience in your chosen area of study or their background in relevant practice.

The Doctoral School Team will be available throughout your studies. Our dedicated team will offer advice and guidance for your initial enquiry and application and introduce you to the University and to your supervisory team.

Outstanding facilities

As a research student at NTU you will have access to a wealth of facilities and resources to aid and enhance your studies. The University is committed to providing the best possible facilities for all its students and we are constantly investing in new facilities and learning environments.

Dedicated study areas

All our research students are able to use study and writing areas giving you access to desks, laboratories and IT facilities when you need it.

Learning resources

Students at Nottingham Trent University have access to a wealth of library materials including over 480,000 books and 1,300 printed journals, as well as an extensive audio-visual collection of DVDs, videos and slides.

Electronic library resources are an increasingly important part of the support offered to research students, and more than 290 databases and 17,000 eJournals are accessible from any networked PC within NTU, or from your home or off-campus PC.

Our experienced and knowledgeable library staff will help guide you to the most useful sources of information.
Developing the next generation of researchers

We aim to nurture research talent and help our students thrive through their research degrees and into their future careers.

Researcher Development Programme

All research students are expected to participate in a rolling programme of professional development. You will have the opportunity to attend a range of workshops and developmental activities mapped to the Vitae Researcher Development Framework (RDF).

Our Research Development Programme empowers you – in discussion with your supervisory team – to create an individualized package of activities to support your career development as a researcher.

A range of core activities will support your journey from enrolment at NTU as a research student, through to final submission of your thesis. These activities will be complemented by a series of electives that you will choose to pursue, depending upon your developmental needs as you progress in your research work.

Developing your career

We pride ourselves on equipping our students with knowledge and skills and encouraging initiative, innovation and excellence.

Our research students are encouraged to take part in conferences, seminars and external networks. These are an excellent opportunity for you to share your work, meet other researchers and build a network of contacts.

Our own research conferences and seminars offer you the opportunity to present and discuss your work among the NTU research community.

You may also have the opportunity to teach undergraduate students or supervise laboratory work.
School of Social Sciences

The School of Social Sciences has research that is ‘world leading’ and ‘internationally recognised’ for the major contribution that it has made to the advancement of knowledge. We have a strong focus on theoretically informed and applied research that is multi-disciplinary in nature.

In the 2014 Research Excellence Framework, a large proportion of our research was judged to be of a quality that is ‘recognised internationally’ – with much of our research classified as ‘world leading’.

We have over 100 students registered for either PhD or one of our Professional Doctorate courses. Most staff are research active, and we offer supervision across the range of social sciences subjects.

Research themes and areas

- Politics and International Relations
- Psychology
- Social Work and Health
- Sociology

Professional Doctorates

- Doctor of Social Practice;
- Doctor of Psychology in Forensic Psychology.
- Research Impact
Project Titles (descriptions below)

Area of Study: Politics and International Relations

1. Dr Christopher Baker-Beall - A Critical Analysis of Counter-Radicalisation Policy in Europe and/or the Middle East

2. Dr Liam McCarthy - A Critical Analysis of the challenges to the transition from State Owned to Private Owned Enterprises in Modernising states

3. Dr Kevin Love - After Nature: Ecology and Relationality in the Anthropocene

4. Dr Ros Hague - The Human Subject and Attitudes to Nature

5. Dr Imad El-Anis - The Political Economy of Energy Security and Nuclear Energy Proliferation in the Middle East and North Africa (MENA)

6. Professor Matt Henn - Young people and political (dis)engagement

Area of Study: Psychology

7. Matthew Belmonte - Brain Connectivity Correlates of Level of Construal and Psychological Distance, across the Autism Spectrum and across Cultures and Genders


9. Dr Daria Kuss - Internet addiction - The state of the art of treatment in the UK

10. Dr Gary Jones - Using artificial grammar learning to explain the nature and origin of language impairment

Area of Study: Social Work and Health

11. Dr Graham Bowpitt - Crossing the threshold: understanding and responding to adults with multiple and complex needs

12. Dr Elaine Arnull - Do current approaches to mothers within child protection social work re-victimise women with violent partners?

13. Dr Linda Gibson - Exploring a socio-ecological framework for comprehensive breast cancer intervention in the context of Uganda and its implication for global policy and practice

Area of Study: Sociology

14. Dr Michele Grigolo – Human Rights and the City
1. **A Critical Analysis of Counter-Radicalisation Policy in Europe and/or the Middle East**

Since it first emerged in European policy circles in 2002 the concept of ‘radicalisation’ has come to form the conventional wisdom for explaining the process by which individuals become involved in terrorism. In the period since, a clear consensus has arisen that ‘radicalisation’ constitutes a major threat to countries in the West and in the Middle-East alike. Recent terrorist attacks in the holiday resort of Sousse in Tunisia in July 2015 and in Paris in November 2015 have served to strengthen this perception and bring the concept of ‘radicalisation’ into focus as an explanation for the causes of these events. In response to terrorist acts of this nature, governments in Europe and the Middle East have moved to implement new counter-terrorism legislation and promote the development of counter-radicalisation programmes.

The project will therefore be concerned with the ways in which states approach, understand, conceptualise and respond to terrorism through the adoption of counter-radicalisation programmes. At risk of simplification there are currently two academic positions on the utility of the concept of ‘radicalisation’. The first position views ‘radicalisation’ as an important concept that can provide policy-makers with a tool to prevent terrorism (Neumann, 2013). The second position is much more sceptical of the concept drawing attention to its weaknesses and the problems that arise from its usage (Githens-Mazer and Lambert, 2010; Baker-Beall, Heath-Kelly and Jarvis, 2015). The aim of this project is to explore the development of counter-radicalisation policies in one or more countries in Europe and/or the Middle-East, including analysis of the wider societal implications of such policies, from a perspective that adopts a critical approach to the notion of ‘radicalisation’.

**Publications**


**Supervisors:** Dr Christopher Baker-Beall

**Supervisor biogs**

Dr Christopher Baker-Beall is a Lecturer in International Relations, working within the Division of Politics and International Relations. He is the author of The European Union’s Fight against Terrorism: Discourse, Policies, Identity (MUP, 2016) and co-editor of the book Counter-Radicalisation: Critical Perspectives. His research interests focus on interpretive approaches to International Relations, the internal and external security policies of the European Union and critical studies in terrorism and radicalisation.

**Entry Requirements**

In order to be eligible to apply, you must hold, or expect to obtain, a UK Master’s degree (or equivalent according to NARIC) with a minimum of a merit/commendation in a relevant subject, for example, Politics, International Relations, Sociology, Social Policy. The minimum English language proficiency requirement for candidates who have not undertaken a higher degree at a UK HE institution is IELTS 6.5 or TOEFL 560/iBT 94-95
Contact: Christopher.bakerbeall@ntu.ac.uk for informal discussions.

Applications should be made to the Doctoral School – www.ntu.ac.uk/doctoralschool
2. A Critical Analysis of the challenges to the transition from State Owned to Private Owned Enterprises in Modernising states

This project explores the tensions at play in pre-modern states, to meet the requirements of statehood as established by a post-modernising international community whilst managing the expectations of domestic audiences. Examining challenges faced by modernising states in Southeast Asia and Europe, showing the modernising process in these states, highlighting the issues states face as they attempt to assimilate into the Post-Modern practices of the globalised world order.

Aims:

- Explore the conceptual history of ‘state-owned-enterprises’, including their relationship to sovereignty and development.
- Investigate the impact of ‘state-owned-enterprises’ on the transition from ‘colonialism’, and their role in the process of independence and state building.
- Explore the wider implications of ‘state-owned-enterprises’, the emergence of ‘military-owned-enterprises’, and their impact on ‘good governance’.
- Analyse the different relationships that states have with the economic sector, and how in turn this facilitates effective governance (both economic and political) at national and international levels.

The candidate will focus on state-owned-enterprises within specific Asian and European countries. The nature of the research is such that either critical or interpretative methods of social inquiry will be possible. It is expected that the applicant will develop a research design that is well-matched to the project aims.

Publications

- Putting the People First: Democracy, Military and Legitimacy in Indonesia (Book proposal under review at Palgrave Macmillan)
- Reclaiming Foreign Policy Analysis: An evaluation of Southeast Asia (Work in progress in collaboration with Leanne-Marie Cotter – University of Sheffield)
- “A Critical Analysis of the Policy Challenges to the Transition from State Owned to Private Owned Enterprises in Indonesia.” (With Leanne-Marie Cotter (University of Sheffield)) (In preparation for Public Administration)

Supervisors: Dr Liam McCarthy and Dr Imad El-Anis

Supervisor biogs

Dr Liam McCarthy is a Lecturer in International Relations, working within the Division of Politics and International Relations. His research interests focus on interpretive approaches to International Relations, the non-traditional security challenges to Southeast Asia, and state development in the Global South.

Dr Imad El-Anis is a Senior Lecturer in International Relations, working within the Division of Politics and International Relations. His research interests focus on the
political economy of trade, integration and regional stability in the Middle East and North Africa.

**Entry Requirements**

In order to be eligible to apply, you must hold, or expect to obtain, a UK Master’s degree (or equivalent according to NARIC) with a minimum of a merit/commendation in a relevant subject, for example, Politics, International Relations, Area Studies. The minimum English language proficiency requirement for candidates who have not undertaken a higher degree at a UK HE institution is IELTS 6.5 or TOEFL 560/iBT 94-95

**Contact:** [liam.mccarthy-cotter@ntu.ac.uk](mailto:liam.mccarthy-cotter@ntu.ac.uk) for informal discussions.

Applications should be made to the **Doctoral School** – [www.ntu.ac.uk/doctoralschool](http://www.ntu.ac.uk/doctoralschool)
3.
After Nature: Ecology and Relationality in the Anthropocene

According to some, the concept of nature is now anachronistic. The romantic and phenomenological interpretations of the natural world have given way to discourses that point-up the radical exteriority of the extra-human. The resulting ‘disenchantment’ of nature doubtless serves to counterbalance the continuing economic, political and philosophical anthropocentrism that has contributed to the unprecedented, global degradation of natural environments. The almost solipsistic centrality afforded to the human perspective, is rightly challenged by an eco-logics that foregrounds difference over identity in a manner consistent with 20th century continental thought. But in so conceiving of our relation to nature, what is lost or occluded? Indeed, in promoting one specific mode of relationality above another do we not in fact simply continue the long history of ideological dominance, albeit at a ‘meta-relational’ level?

Accordingly, within the context of contemporary continental theory this project asks you to:

1. to explore the various relational modes that characterise our dealings with the natural world, in order to map in a radically inductive and non-axiological manner the occurrent modes of relation that concretely delineate a de facto political ecology;
2. to identify the philosophical and socio-historical lineage of the relational logics in play;
3. to analyse the specific relational strains allowing us to negotiate the complexities of what counts as nature/the environment/our ecosystem, recognising how these relational logics resonate.

Publications


**Supervisor:** Dr Kevin Love

**Supervisor biogs**

Kevin Love is a Senior Lecturer in Philosophy and Social Theory in the Division of Politics and International Relations. He convenes the divisional research seminar series and facilitates the Ethics, Ecology and Identity research cluster. His personal research focuses on contemporary issues in aesthetics, ethics and political philosophy, arising most centrally from the post-phenomenological and poststructuralist traditions. He has been invited to speak on his work at a number international events, most recently delivering a series of lectures at Helsinki University (2013/2015) and taking up a position as Visiting Professor at KU Eichstätt-Ingolstadt, Germany (2014)

**Entry requirements**

In order to be eligible to apply, you must hold, or expect to obtain, a UK Master’s degree (or equivalent according to NARIC) with a minimum of a merit/commendation in a relevant subject, for example, Politics, International Relations, Sociology, Social Policy. The minimum English language proficiency requirement for candidates who have not undertaken a higher degree at a UK HE institution is IELTS 6.5 or TOEFL 560/iBT 94-95

**Contact:** kevin.love@ntu.ac.uk for informal discussions.

Applications should be made to the **Doctoral School** – [www.ntu.ac.uk/doctoralschool](http://www.ntu.ac.uk/doctoralschool)
4. The Human Subject and Attitudes to Nature

This project seeks to explore some of the theoretical and ethical issues which lie behind people’s willingness to engage with the serious environmental issues we face in the 21st century. As such, the key focus of the project will be the human attitude to nature, how this has evolved and how it manifests itself today. If we can better understand the human attitude to the natural world, how we as humans conceptualise our presence in nature then we can better understand how pro-environmental behaviours can be encouraged. If we can learn to appreciate our natural environment more and better understand our place in it then we will do more to prevent its misuse and destruction.

Research Aims:

- To explore what we actually think about nature, other animals, the landscape, the way in which the land is cultivated.
- To understand how these attitudes are formed, developed and reinforced in our society.

This project can be approached from a number of angles, theoretical or empirical. Theoretically, it can engage with contemporary theoretical debates in the arena of environmental values including gender and the environment, or it can add to the emergent literature on Canonical thinkers’ views of the human presence in the natural world and what we can learn from that. Empirically, it can be based on an examination of the values and beliefs of existing individuals and communities, perhaps of those who live and/or work with nature or those who are specifically engaged with environmental projects.

Publications

- Autonomy and Identity: The Politics of Who We Are (Routledge 2011)

Supervisors: Dr Ros Hague, Dr Oli Harrison and Dr Kevin Love

Supervisor biogs

Dr Hague’s research covers two main areas: gender and the environment. Her book: Autonomy and Identity: The Politics of Who We Are (Routledge 2011) looked at the political theory behind the concepts of autonomy and identity in order to develop a new, feminist, understanding which sees autonomy as a process by which we change and develop our identity.

Her second main area of research involves an examination of the attitudes to nature found in people who live and work with nature and also in fictional representations of nature.

Contact: Ros.Hague@ntu.ac.uk for informal discussions.

Applications should be made to the Doctoral School - www.ntu.ac.uk/doctoralschool
5. The Political Economy of Energy Security and Nuclear Energy Proliferation in the Middle East and North Africa (MENA)

Energy security is a central concern of many states in the Middle East and policy responses have been diverse, but two main approaches have emerged: developing domestic energy supplies through 1) renewable energy and 2) nuclear energy. The latter approach is the focus of this project as it has implications that extend far beyond national energy security. Nuclear energy proliferation in the region has implications for global nuclear proliferation, including the use of nuclear weaponisation. The nuclear programmes in the region may affect economic development, poverty reduction, and climate change, but they may also affect nuclear arms races, instability and war. Understanding the political economy of these nuclear programmes is essential if we are to understand the impacts they will have in the future.

Research Aims:

1. To critically analyse the nature of energy security for non-hydrocarbon producing states in the Middle East.
2. To assess the importance of energy security for the governments of these states.
3. To critically appraise the emerging nuclear energy programmes in non-hydrocarbon states and analyse their role in promoting energy security.
4. To assess the potential impact of these nuclear energy programmes on broader nuclear proliferation in the region.

Publications


Supervisors: Dr Imad El-Anis and Dr Jon Gorry

Supervisor biogs

Dr Imad El-Anis is Senior Lecturer in International Relations at Nottingham Trent University and the author of several books including Jordan and the United States: The Political Economy of Trade and Economic Reform in the Middle East. His research focuses on various aspects of the international relations of the Middle East and North Africa.
Dr Jonathan Gorry is Principal Lecturer in Politics and International Relations at the Nottingham Trent University and author of ‘Cold War Christians and the Spectre of Nuclear Deterrence’ (Palgrave Macmillan, 2014). He is currently researching the connections between ‘secularisation’ and securitisation (Routledge, 2015). Jonathan has considerable experience of supervising postgraduates and PhD’s and is interested in supervising research on political violence, teaching/learning in HE, but particularly political religion and/or political theology.

**Entry Requirements**

In order to be eligible to apply, you must hold, or expect to obtain, a UK Master’s degree (or equivalent according to NARIC) with a minimum of a merit/commendation in a relevant subject, for example, International Relations, Politics, International Political Economy, and Middle Eastern Studies. The minimum English language proficiency requirement for candidates who have not undertaken a higher degree at a UK HE institution is IELTS 6.5 or TOEFL 560/iBT 94-95

**Contact:** [imad.el-anis@ntu.ac.uk](mailto:imad.el-anis@ntu.ac.uk) for informal discussions.

Applications should be made to the **Doctoral School** – [www.ntu.ac.uk/doctoralschool](http://www.ntu.ac.uk/doctoralschool)
6. Young people and political (dis)engagement

In recent decades, a pattern of youth voter disengagement has been taking shape that is evident across many advanced democracies - and increasingly across many emergent democracies as well. In many such countries, youth electoral turnout is in decline, and evidence suggests that this generation is particularly dissatisfied with formal politics. At the same time, studies indicate that young people are more likely to engage in ‘cause-oriented’ styles of politics than they are in ‘formal’ politics - participation that uses less institutionalised methods such as demonstrations, boycotts, and direct action. This shift in the way young people are engaging in political activity is increasingly facilitated by access to new media and technologies.

Project aims:

1. to explore this generation’s practice of participation in, and/or avoidance of, “politics”;
2. to identify differing patterns of participatory engagement between distinct groups of young people, and to consider the implications of this participatory disparity.

The nature of the research is such that either quantitative or qualitative methods, or a combination of approaches, will be possible. It is expected that applicants will develop a research design that is well-matched to the project aims.

The project is not restricted to an examination of UK politics, as studies to be conducted of young people and political (dis)engagement in other countries will be equally welcome.

Publications


Supervisor: Professor Matt Henn

Supervisor biogs

Matt Henn is Professor of Social Research and is based in the Division of Politics and International Relations. He has a long track record of successful PhD supervision, including nine currently enrolled doctoral candidates.
He is Research Coordinator for Politics and International Studies, and is an active member of the Citizens, Parties and Political Action research cluster. He is also a member of the Research Committee for the College of Business, Law and Social Sciences. He has led different projects funded by the Economic and Social Research Council that investigate young people's participation in politics.

**Entry Requirements**

In order to be eligible to apply, you must hold, or expect to obtain, a UK Master’s degree (or equivalent according to NARIC) with a minimum of a merit/commendation in a relevant subject, for example, Politics, International Relations, Sociology, Social Policy. The minimum English language proficiency requirement for candidates who have not undertaken a higher degree at a UK HE institution is IELTS 6.5 or TOEFL 560/iBT 94-95

**Contact:** matt.henn@ntu.ac.uk for informal discussions.

Applications should be made to the **Doctoral School** – [www.ntu.ac.uk/doctoralschool](http://www.ntu.ac.uk/doctoralschool)
7. Brain Connectivity Correlates of Level of Construal and Psychological Distance, across the Autism Spectrum and across Cultures and Genders

Autistic traits are characterised by low degrees of two linked capacities: level of construal, meaning the tendency to represent percepts as individual details rather than as whole contexts; and psychological distance, meaning the tendencies to perceive objects and events in distant rather than peri-personal space, to recall or to anticipate past or future time rather than the here-and-now, to approach social interactions in the allocentric frame of other people rather than one's own egocentric frame, and to represent hypothetical, counterfactual, or fictional beliefs that are at odds with actual facts. Situational manipulations priming level of construal influence psychological distance, and vice versa (Trope & Liberman, Psychological Review, 2010); these traits also are influenced by culture (Nisbett & Miyamoto, TICS, 2005) and by sex differences (Frank & al., NeuroImage, 2015). This project will apply both event-related potentials and source information flow and other quantitative EEG measures in addressing the hypothesis that all four of these axes – autistic, social situational, cultural, and sex differences in level of construal and psychological distance – bear on one and the same neurophysiological capacity, namely, the balance between cognitive and neural integration on the one hand and autonomy of cognitive sub-processes and neural modules on the other.

Publications


Supervisors: Matthew Belmonte and Alex Sumich

Supervisor biogs
Belmonte and Sumich apply neuroimaging and electrophysiological methods to assay effects of normal individual differences, sex differences, and pathological states in cognitive and affective traits. Belmonte's work with families affected by autism and on autistic traits in the general population – spanning three continents and cultures and funded by governmental and private sponsors to more than £660,00 – has demonstrated that domain-general processes contribute to both social and non-social perception, cognition and action, and defined a theory of perturbed connectivity within and between autistic neural and cognitive networks that has driven the field for the past twelve years. Sumich has demonstrated electrophysiological predictors of individual differences in schizotypal traits in the general population and also in schizophrenic, ADHD and other clinical samples. Both supervisors have reported on sex differences in cognitive neurophysiology, and on endophenotypic markers in siblings discordant for neuropsychiatric diagnoses (autism or schizophrenia).

Entry Requirements
Applicants normally should hold a bachelor's degree in a relevant analytical subject such as neuroscience, psychology, computer science or mathematics, and should have demonstrated strong skills in computer programming and in writing in the English language.

Contact: belmonte@mit.edu for informal discussions.

Applications should be made to the Doctoral School – www.ntu.ac.uk/doctoralschool
8. Individual, Cultural, and Sex Differences in Autistic Perceptual, Attentional and Motor Traits underlying Social Communication

Autism’s deficits in social communication are its most obvious, most diagnostic, and most debilitating traits, but not necessarily its most aetiologically primary; autistic social communicative deficits correlate with abnormal brain activations during performance of non-social tasks of attention, perception and motor control, and such low-level, domain-general capacities may entwine developmentally with more conventionally social factors to cause autism. A ‘back-door’ route remediating these prerequisite skills might thus complement the more ‘head-on’, social-skills approaches to autism therapy. Measuring autistic traits not only by psychometric instruments and surveys but also by behavioural tests embedded in computer games, this project asks whether early-developing motor, perceptual and attentional skills and traits (Robertson & Johnson, Developmental Science, 2009; Robertson & al., PNAS, 2012) correlate with later-emerging social communicative skills, both within the autism spectrum and across the general population, and how any such relationship may interact with population-level cognitive differences between sexes (Frank & al., NeuroImage, 2015) and between cultures Nisbett & Miyamoto, TICS 2005; Boduroglu & al., J Cross-Cultural Psychology, 2009), and with situational manipulations of level of construal and psychological distance. Within this general remit, ample scope exists for refinement and specification of hypotheses and investigations on the basis of the student’s interests.

Publications


Supervisors: Matthew Belmonte and Suvo Mitra

Supervisor bios

Matthew Belmonte is a Reader in Psychology whose theory of perturbed connectivity within and between autistic neural and cognitive networks has driven the field for the past twelve years. His empirical research on families affected by autism – spanning three continents and cultures and funded by governmental and private sponsors to more than £660,00 – has demonstrated that domain-general processes of cognitive and motor control contribute to both social and non-social perception, cognition and action, and therefore constitute a target for therapy.

Suvo Mitra is a Professor of Psychology studying the coordination and interaction of movement and cognition involving attention, memory and mental imagery, and the impact of early motor developmental deficits on emergent cognitive and social skills. His research has been supported by the Royal Society, the Economic and Social Research Council, and several private sponsors.

Entry requirements

Applicants normally should hold a bachelor's degree in a relevant analytical subject such as neuroscience, psychology, computer science or mathematics, and should have demonstrated strong skills in computer programming and in writing in the English language.

Contact: belmonte@mit.edu for informal discussions.

Applications should be made to the Doctoral School – www.ntu.ac.uk/doctoralschool
9.

Internet addiction - The state of the art of treatment in the UK

The American Psychiatric Association (APA) has recently (2013) included Internet Gaming Disorder in the updated fifth version of the Diagnostic and Statistical Manual for Mental Disorders (DSM-5), suggesting the condition may be a cause of concern for some individuals who cannot control their Internet use by themselves.

Research has shown that treatment varies substantially across countries and healthcare systems, including psychotherapeutic and psychopharmacological interventions (see e.g., Winkler et al., 2013). To date, no government funded initiatives exist within the National Health System in the UK specialised for Internet and gaming (rather than gambling), despite some efforts to provide treatment privately and in the context of other primary disorders.

This PhD will explore the treatment provisions for Internet addiction and associated dysfunctional behaviours (e.g., addictions to gaming, social networking, and mobile technologies), treatment efficacy, as well as patients’ and therapists’ perceptions of treatment acceptability in contrast to treatments provided in other countries using a mixed methods design. The results will contribute to the APA’s efforts to include Internet Gaming Disorder in future versions of the diagnostic manual, and to provide the relevant resources for individuals in need of treatment in the UK.

Publications


Supervisor: Dr Daria Kuss and Professor Mark Griffiths

Supervisor biogs

Dr Daria Kuss is a Chartered Psychologist and Senior Lecturer in Psychology. She has published prolifically in peer-reviewed journals and books, and her publications include more than 20 peer-reviewed journal articles, numerous book chapters, two authored books, and over 20 international conference presentations. In 2015, Daria has been found to be among the Top 10 publishing academics at Nottingham Trent University, and has won the International Journal of Environmental Research and Public Health Best Paper Award 2015 for her research on online social networking.

Professor Griffiths is a Chartered Psychologist and Director of the International Gaming Research Unit. He is highly research active and has published over 400 refereed papers, three books, 70+ book chapters, and over 1000 other articles mostly in the area of behavioural addictions (gambling addiction, videogame addiction, internet addiction, exercise addiction, sex addiction). His current research projects include online gaming addictions, online gambling, national prevalence surveys on various addictive behaviours, exercise and video game playing.
**Entry Requirements**
In order to be eligible to apply, you must hold, or expect to obtain, a Master’s degree (or equivalent) with a minimum of a merit, and/or a 1stClass/2.1 Bachelor’s degree (or equivalent) in Psychology, or related subject. The minimum English language proficiency requirement for candidates who have not undertaken a higher degree at a UK HE institution is IELTS 6.5 or TOEFL 560/iBT 94-95

**Contact:** daria.kuss@ntu.ac.uk for informal discussions.

Applications should be made to the **Doctoral School** – [www.ntu.ac.uk/doctoralschool](http://www.ntu.ac.uk/doctoralschool)
10. Using artificial grammar learning to explain the nature and origin of language impairment

Language impairments such as dyslexia and specific language impairment affect up to 10% of children, and so our understanding of their nature and origin has profound implications for education. Despite the importance of this topic, explaining language impairments is exceptionally challenging because it is almost impossible to control for differences in children’s background knowledge and in their experiences with language. The project that we outline here uses artificial grammar learning tasks to experimentally investigate language impairments. Artificial grammars are viewed as somewhat analogous to language learning and we see this methodology as ideally suited to experimentally investigate language impairments. This research will be ground-breaking because artificial grammars are rarely used in studies of language impairment.

In artificial grammar learning tasks, subjects observe sequences of stimuli (these could be letters, digits, sounds, shapes, etc.) that have hidden patterns (this is the “grammar”). After a sufficient number of examples, participants are able to recognise (often subconsciously) whether or not any new sequence is compatible with the grammar they have learned. How easily and quickly people learn grammars of different structural or statistical complexities will tell us much about the precise nature of the learning disabilities of any given person. As such, we can use artificial grammar learning as a precise experimental tool to investigate the nature of learning difficulties in children with specific language impairment or with different types of dyslexia.

Publications


Supervisors: Dr Gary Jones

Supervisor biogs

Dr Gary Jones is a Reader in Psychology and Dr Mark Andrews is a Senior Lecturer in Psychology. Both work in the area of statistical learning and language, and have published in numerous high quality journals such as Trends in Cognitive Sciences (IF 22.0), Psychological Review (IF 8.0), Psychological Science (IF 4.9), and the Journal of Experimental Psychology: General (IF 5.9).

Entry Requirements

In order to be eligible to apply, you must hold, or expect to obtain, a Master’s degree (or equivalent) with a minimum of a merit, and/or a 1stClass/2.1 Bachelor’s degree (or equivalent) in Psychology, or related subject. The minimum English language proficiency requirement for candidates who have not undertaken a higher degree at a UK HE institution is IELTS 6.5 or TOEFL 560/iBT 94-95.

Contact: daria.kuss@ntu.ac.uk for informal discussions.

Applications should be made to the Doctoral School – www.ntu.ac.uk/doctoralschool
11. Crossing the threshold: understanding and responding to adults with multiple and complex needs

This project will build on a growing understanding of adults whose cumulative needs mutually reinforce one another to trap them in a state of multiple exclusion. There are an estimated 60,000 people in England who combine homelessness and criminality with mental health and substance misuse problems to place them at continuous risk of repeat imprisonment, hospitalisation and premature death. Recent research has focused on the parts played by family background, systemic failure and structural injustice in generating multiple exclusion and has begun to explore what works in transforming lives.

The proposed project will make use of a unique opportunity arising from collaboration with local agencies involved in the Big Lottery’s ‘Fulfilling Lives: Multiple and Complex Needs’ programme. Framework in Nottingham and Brighter Futures in Stoke are two agencies that have secured long-term funding to co-ordinate a consortium of local agencies and manage a programme of work with adults with multiple needs. There will be opportunities:

- To deepen our understanding of the evolving life narratives that have trapped people in multiple exclusion in order to predict the early interventions that might forestall this outcome;
- To develop and evaluate experimental methods of working with this group that enable them to overcome multiple exclusion and lead fulfilled lives;
- To explore the place of systemic failure in the production of multiple exclusion and critically evaluate innovatory patterns of agency collaboration and service commissioning.

Publications


Supervisors: Dr Graham Bowpitt and Professor Azrini Wahidin

Supervisor biogs

Dr Graham Bowpitt is Reader in Social Policy in the Division of Social Work and Health, and has experience of ESRC funded research in homelessness and multiple needs, and further funded research in the fields of children’s social exclusion and faith-based welfare. He has supervised four PhD projects to completion, including one on the role of promoting employability in the resettlement of homeless people.

Professor Azrini Wahidin is Professor of Criminology and Criminal Justice in the Division of Sociology. Her research interests relate to social exclusion, the ‘deviant’ body, crime and crime control and social harm. She has conducted extensive prison research focusing on both prisoners and uniformed staff. In particular, her research has focused
on managing the needs of older offenders, the female prison estate, young offenders, transitions from custody, theories of punishment, the lifer system and resettlement.

**Entry Requirements**
Applicants must have at least a 2.1 Bachelor degree in a social science discipline, and either a Master’s degree with a social research methods component, or equivalent social research experience.

**Contact:** [graham.bowpitt@ntu.ac.uk](mailto:graham.bowpitt@ntu.ac.uk) for informal discussions

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12. Do current approaches to mothers within child protection social work re-victimise women with violent partners?

Current approaches to mothers in child protection social work frequently require the mother to leave a violent partner in order to maintain custody of her children. This approach has been identified by some research as leading to a re-victimisation of the woman and may place her in circumstances in which her own life may be endangered. The research will be sited within an Anti-Oppressive framework and seek to understand whether current social work practice meets those standards. It should be cognizant of risk based, actuarial and administrative approaches to social policy and interventions, to feminist critique and analytical perspectives on domestic violence and to historical constructions of violence, partnerships, gender and the family.

The project can take a mixed methods or qualitative approach. It will be undertaken alongside a local social services or charitable provider of child protection services and a provider of domestic violence support and campaigning. Research will explore how decisions are made with regard to children, how enabled mothers feel, the judgments social workers form and how those are made, the violence mothers have experienced, and what social workers consider to be acceptable and unacceptable risk and acceptable and unacceptable outcomes.

Publications

Books:


Journals:


Supervisors: Dr Elaine Arnall and Professor Di Bailey

Supervisor biogs

Dr Elaine Arnall is Reader in Social Work in the Division of Social Work and Health. She has previously engaged in funded and scholarly research, including leading highly successful research teams at Middlesex University and London South Bank University, UK. She is currently Global Scholar, Institute for Research on Women, Rutgers University, USA, a highly ranked international centre for inter-disciplinary research on
women. Dr Arnull is undertaking a study on Constructing an Autobiography: Resistance, Poverty and Transgression: Girls Tell Stories.

Professor Di Bailey is Professor of Mental Health and Director of Research for the School of Social Sciences. Di has extensive experience in mental health research and practice. She has over 20 years' experience evaluating the education, development and workforce change in health and social care. She has established interdisciplinary centres of excellence in mental health education and research and is committed to the involvement of people who use services and their families in all aspects of service design delivery and evaluation.

**Entry Requirements**
Applicants must have at least a 2.1 Bachelor degree in a social science discipline, and either a Master's degree with a social research methods component, or equivalent social research experience.

**Contact:** elaine.arnull@ntu.ac.uk for informal discussions.

Applications should be made to the Doctoral School – [www.ntu.ac.uk/doctoralschool](http://www.ntu.ac.uk/doctoralschool)

Breast cancer in Uganda and other low and middle income countries (LMICs) is on the increase and associated with high mortality compared to high income countries such as the United Kingdom and United States. Uganda and other LMICs are disproportionately affected by the burden of this disease as a result of complex but interacting individual as well as structural factors. Based on current trends, the trajectory of breast cancer mortality in LMICs is estimated to get worse, reaching about 70% of global breast cancer mortality by 2020.

In Uganda, efforts to improve breast cancer intervention is particularly hampered by the double burden of communicable and non-communicable diseases. In addition, approaches to breast cancer interventions are disjointed, focusing mainly on individual lifestyle behaviour change. On the other hand, factors such as insufficient investment in preventative strategies and cancer services and lack of support facilities also hinder progress.

In the United States, a comprehensive approach has been used in relation to colorectal screening and prevention, using a socio-ecological framework. However, this approach has not been explored for breast cancer intervention within the Ugandan context. The proposed study therefore aims to explore the possibility of implementing comprehensive breast cancer interventions in Uganda using a socio-ecological framework, and its implication for global policy and practice.

Publications

- Musoke, D., Gibson, L., Mukama, T., Khalil, Y. and Ssempebwa, J.C., 2016, 'Nottingham Trent University and Makerere University School of Public Health partnership: experiences of co-learning and supporting the healthcare system in Uganda, Globalization and Health (in press)

Supervisors: Dr Linda Gibson and Professor Azrini Wahidin

Supervisor biogs

Dr Linda Gibson is Senior Lecturer in Public Health in the Division of Social Work and Health. She has undertaken research in global public health and community health workers and community mobilisation, both in the UK, but especially in Africa. She is currently engaged with Makerere University, Kampala, and the Ugandan Ministry of Health in 'Strengthening the Community Health Worker programme for health improvement in Wakiso District, Uganda', a project funded by the DfID Health Partnership Scheme in the UK.

Professor Azrini Wahidin is Professor of Criminology and Criminal Justice in the Division of Sociology. Her research interests relate to social exclusion, the 'deviant' body, crime and crime control and social harm. She has conducted extensive prison research
focusing on both prisoners and uniformed staff. In particular, her research has focused on managing the needs of older offenders, the female prison estate, young offenders, transitions from custody, theories of punishment, the lifer system and resettlement.

**Entry Requirements**
Applicants must have at least a 2.1 Bachelor degree in a social science discipline, and either a Master’s degree with a social research methods component, or equivalent social research experience. Prior experience and knowledge of public health and/or sociology would be an advantage, as also would knowledge of qualitative methods, including focus groups and ethnography.

**Contact:** [linda.gibson@ntu.ac.uk](mailto:linda.gibson@ntu.ac.uk) for informal discussions.

Applications should be made to the **Doctoral School** – [www.ntu.ac.uk/doctoralschool](http://www.ntu.ac.uk/doctoralschool)
14. Human Rights and the City

Human rights have become central in the law and politics of an increasingly globalised world. However, many questions raised by intertwined process of fragmentation of state practices of human rights and proliferation of new human rights practices remain to be answered. This project seeks to build upon existing research at Nottingham Trent University that explores local government engagements with human rights and the establishment of ‘human rights cities’ in different world regions (Grigolo 2009, 2010, 2012; Oomen, Davis and Grigolo forthcoming 2016).

Sociologists have only recently started a more systematic debate about the constructed nature of human rights (Woodiwiss 2005, Morris 2006, Hynes et al. 2012). Moving from this perspective, this project aims to compare and theorise how cities do human rights and the political character of this process, within and beyond issues of legal duty or compliance. As part of this analysis, the distinct urban character of city practices of human rights is also emphasised, as human rights come into contact with, and acquire new meaning from, the city and its spaces, and how these are viewed and represented by the forces that drive cities’ engagements with human rights. Informed by a critical and public sociology, this project remains sensitive to issues of government and governmentality, as well as social change and resistance, that city practices of human rights can raise.

Publications


Supervisors: Dr Michele Grigolo, Professor Azrini Wahidin and Nick Foard

Supervisor biogs

Dr Michele Grigolo is Lecturer in Sociology at NTU. He holds a PhD from the European University Institute. His research focuses on human rights at international and, more recently, local and city level. He has published several works on human rights and cities in peer-reviewed journals. He is co-editor of Global Urban Justice: The Rise of Human Rights Cities (forthcoming 2016). He is currently working on a monograph on the concept of human rights city for Routledge.

Prof Azrini Wahidin is Professor of Criminology and Criminal Justice in the Sociology Division at NTU. Her research interests relate to social exclusion, the 'deviant' body, crime and crime control and social harm. She has conducted prison research focusing on both prisoners and uniformed staff, and in particular: elderly prisoners; managing the
needs of older offenders, the female prison estate, young offenders, transitions from custody, theories of punishment, the lifer system and resettlement.

Nick Foard is Lecturer in Sociology at NTU. His has worked on youth and politics and he has recently become interested in issues of justice and cities. He is course leader and level one tutor for the BA Sociology and Politics. He also teaches across a range of modules at undergraduate and postgraduate level. He is module leader for Technology and Society (level 3), Contemporary Social Lives, Research in Society, Sociology and Politics dissertation and Contemporary Global Issues.

**Entry Requirements**

Whilst we welcome applicants from any disciplinary background, prior experience and knowledge of sociology, criminology, politics or anthropology would be an advantage. Whilst we are open to the application of a range of methodologies to an exploration of the issues to be examined within this project, knowledge of/interest in qualitative approaches, including focus group and ethnography, would be a distinct advantage.

**Contact:** Michele.grigolo@ntu.ac.uk for informal discussions.

Applications should be made to the Doctoral School – www.ntu.ac.uk/doctoralschool