Theme 12: Introductions, Conclusions, Abstracts

Introductions versus Conclusions

### Task 1: Which of these belong in the Introduction, and which in the Conclusion?

background to the study definitions of key terms rationale for undertaking the study academic/public impact of the study study aims research questions

answers to research questions description of methodology limitations future directions implications/recommendations outline of report structure

1. Define the following terms: *rationale*, *impact*, *limitations*, *future directions*.
2. How would you order the elements in the Conclusion?

### Task 2: Identify the Introduction and the Conclusion in the journal article extracts.

Source: Thompson, N., & Pihlaja, S. (2018). Temporary liberties and uncertain futures: Young female Muslim perceptions of life in England.*Journal of Youth Studies, 21*(10), 1326-1343. doi:10.1080/13676261.2018.1468021

**EXTRACT A**

This article has shown how fear of accusation and even violence, as well as an ongoing sense of marginalisation, affect the lives of young Muslims. The young people in our research were acutely aware that they were objects of fear, as well as being fearful themselves of the exclusion they face, both direct and indirect. Yet, they also maintained a sense of hope and of humour in discussing their experiences and were often keen not to accuse people of discrimination and Islamophobia and to take some responsibility for challenging stigma. They both identified the structural exclusion they face and saw themselves as responsible for challenging or overcoming it. Problematic policy, such as Prevent and the Counter-Extremism Strategy in the UK, arguably affect young Muslims in a disproportionately negative way, as do the vitriolic media campaigns that follow Islamist terrorist attacks. A level of proportionality is needed in such media and policy discourses rather than them being fuelled, or indeed fuelling, the moral panics that result in the exclusion of and prejudice towards young Muslim people.

Those working with young people need to challenge this structural exclusion where they see it and aim to work positively with young people, bringing them together and working with their assets and potential. The boycotting of Prevent funding by many grassroots organisations is a justifiable refusal to work with problematic and stigmatising policy discourses. There is a need to change the way policy and practice interventions are framed so that they do not target young Muslims as a potential threat. Instead, there is a need to combat the stigma and exclusion these young people face. In addition, further understanding is needed of the impact of the pressure that young Muslims face to defend Islam whilst still forming their own identities. More diverse representation of Islam and of Muslims is needed in public life such as politics and the media where our participants felt there was a dearth of role models and ambassadors they could relate to.

**EXTRACT B**

Over the last few years, there has been increasing criticism of research, as well as policy and practice, that talks about young Muslims and not with them (Abbas and Awan 2015; Ahmed 2015; Alam 2006; Khan 2013). This lack of authentic engagement with Muslim communities has led to policy interventions that are problematic for young Muslims (Abbas and Awan 2015; Coppock and McGovern 2014; Khan 2013). In this article, we draw on the focus group and interview data from 18 young Muslim women who were university students in England in 2016. We asked participants about their lives, about their own identities and how they feel they are perceived by others, and about media and public representations of Islam. The participants outlined how they were able to exercise their agency to make religious and other choices whilst at university, and many of the young people had spent time reflecting on their faith identity and made choices about the particular practices they were subscribing to. However, they recognised this, at least to an extent, as a temporary freedom. They identified how discourses around extremism led to exclusionary experiences. They also recognised a lack of representation of overtly Muslim people in public life and a tension between certain faith choices and their career prospects. Based on these exclusions and restrictions, they expressed uncertainty over what the future would be like for them in Britain. Despite this, they were ambitious and aspirational.

This article presents an in-depth outline of the findings and themes from our research, framed by relevant literature. The first part of this article explores the relevant literature. We then outline the methods used in our study before presenting the thematic findings from across the data-set. We conclude with some consideration of the implications for policy and practice.

### TASK 3: Highlight the elements from Task 1 in the extracts above.

Do the extracts include all the expected elements? Why/why not? Read the full text of the article (<http://tinyurl.com/y8mmd7g8>) to determine whether any of the missing elements have been included in other sections.