

RC 25 NEWSLETTER

4th Quarter 2020 | VOLUME 21

IV ISA Forum of Sociology

Porto Alegre, Brazil • February 23-27, 2021 • Events Center PUCRS



© Tomasz Jędrzejewski

Table of contents

SPECIAL COUNTRY SPECIFIC UPDATES ABOUT LIFE DURING COVID-19

p. 6-14

Featuring stories from :
Japan, US, Mexico, Hungary, Poland and Brazil



RC 25 Newsletter

4th Quarter 2020 | VOLUME 21



Language
and Society

List of content:

Letter from the President –
A note on Q4 +
Supplement p. 3

Invitation from the RC25
Secretary p. 5

Life During COVID-19 p. 6

Keiji Fujiyoshi p. 6
Celine-Marie Pascale p. 8
Virna Velázquez Vilchis p. 9
Marjorie Mado p. 11
Anna Odrowaz-Coates p.
12

Call for papers CONFERENCES:

Naples p. 15
Barcelona p. 15
Warsaw p. 16
UNESCO Summer School
p. 17

Past events p. 19

Recent
Publications p. 19

Florian Coulmas on COVID-19 p. 20

Recommendation of the Q4
+ Supplement – Special
Issue of RC 25 ISA – THE
RC25 WORLD before the
PANDEMIC
p. 20



A note on a Q4 + Supplement:

“Special Issue of RC 25 ISA – THE RC25 WORLD before the PANDEMIC”

Stéphanie Cassilde, President of RC 25 ISA

Dear Friends and Colleagues from RC 25,

The pandemic strongly impacted several dimensions of our lives. Here, I focus on how it affected one way of knowledge circulation: the building of a conference program.

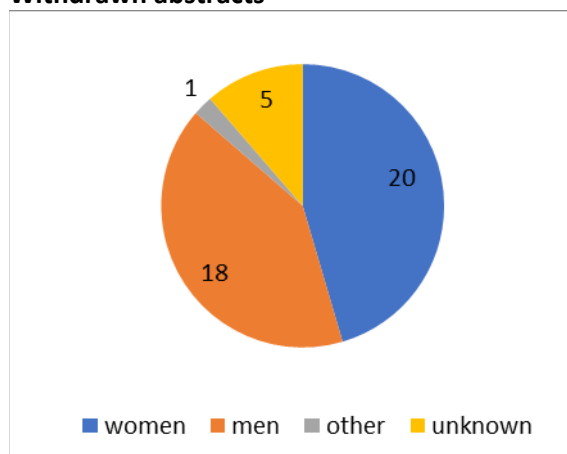
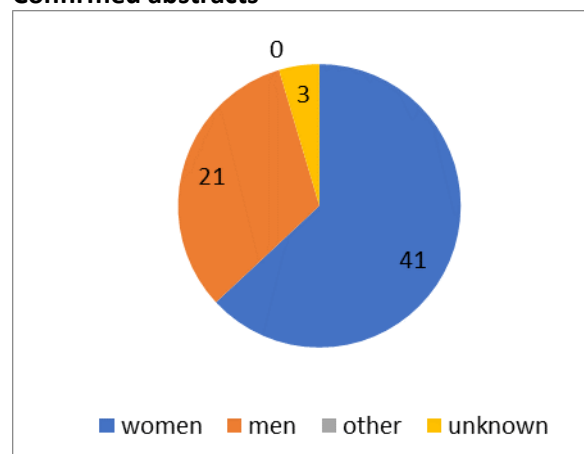
Let us go back about seven months ago. One month after the first alert from China, we saw a quick spread of COVID-19 infection around the world between late winter and early spring, 2020. There were hesitations about the organization of the IVth Forum of Sociology of the International Sociological Association (ISA) in Porto Alegre, July 2020. The executive board of the Research Committee 25 “Language and Society” of the ISA immediately took the initiative to publish a record of the intended initial program. The objective was twofold: (1) keeping a public record of where we were before the pandemic, and (2) supporting scholarship and career, all the more that attending future conferences may be difficult.

In April 2020, we learnt about the postponement of the Forum, and in September 2020 the shift from an on-site event to an online conference was confirmed. Following the deadline to confirm the acceptance¹ on October 15th 2020, 65 abstracts remain, including 7 distributed papers. Thus, 44 abstracts (including 10 distributed papers) were lost. Some scholars reported reasons of not confirming the participation. Here is a list of what was communicated: too much virtual events (reaching of a saturation point), poor Internet connection, no location to be able to assist remotely to the Forum (share spaces notably), no funding due to pandemic related financial restrictions, the overall pandemic health situation. There may be other reasons, but we did not know about them, and we did not ask any justification. I hope that all the scholars who initially belonged to the program are safe.

We chose to use some observable elements toward the first scholar for each abstract: the indicated name and the indicated location of the affiliation. The name was used to have an indication about gender; thus, this is not any declared gender, but a way to look at a comparison between withdrawn and confirmed abstracts.

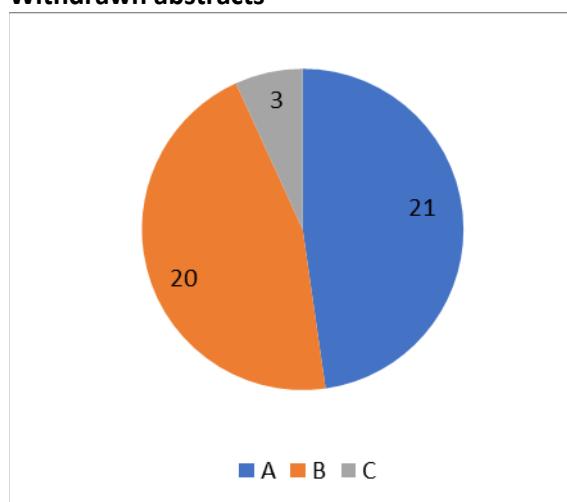
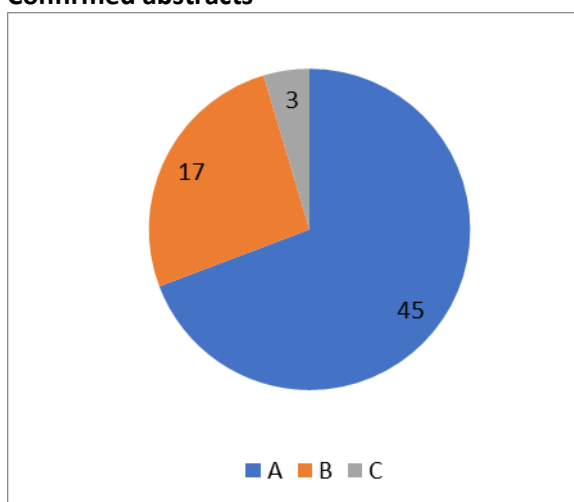
A rather equal number of men as main author withdrawn and confirmed the participation to the online Forum (respectively for 18 and 21 abstracts; see Figures below). When a woman is a corresponding author, 20 abstracts were withdrawn and 41 were confirmed.

¹ It does not mean that all the related abstracts will still belong to the program as we need to wait for the registration deadline on December 15th 2020 for this step.

Withdrawn abstracts**Confirmed abstracts**

Figures elaborated on the basis of a comparison of the abstracts listed on October 12th 2020 and October 16th 2020, i.e. before and after the deadline to confirm the participation from the authors of the accepted abstracts.

Regarding the location linked to the affiliation, there is diversity both within withdrawn and confirmed abstracts, respectively from 25 and 28 countries. Looking at the countries which gather up to 4 abstracts, there were withdrawals from Brazil (8), the USA (6), and Mexico (6); and there were confirmation from Brazil (9), Spain (6), the USA (6), and Poland (4). From the perspective of the categorization in A, B, and C countries, the number of confirmed abstracts is more than twice than the number of the withdrawn one for A countries (location of the affiliation of the first author).

Withdrawn abstracts**Confirmed abstracts**

There are probably other elements much more correlated to the choice (or obligation) of having withdrawn or confirmed the abstract (career stage, economical situation, family situation, how COVID-19 impacted daily professional and personal life, time dedicated to research, etc.). However, what can we do with these simple comparisons? First, there is a challenge toward the diversity of countries represented in the program. The

participation of scholars from B and C scholars is already a point of attention for us as for the ISA, which aims at supporting the development of membership from these countries. While several other elements may interfere, we may pay attention that organizing only online events may not facilitate the participation of everyone. And the reasons need to be understood for the organization of future events. Second, some recent findings underlined that submission of women to peer review journal declined during the first part of the pandemic, while we may observe that several confirmed abstracts have a woman as the first author. This is an interesting point to follow according how knowledge circulation is enhanced, praised (or not), affect the academic debate and/or real life through actions.

The challenge for our RC will be to organize, and give the conditions to support the participation of the scholars, who research language, who look at language. We hope to be able to cope with what refrain scholars to participate in order to enhance a lively and vivid research field. Please read our Q4 + supplement to learn about the original composition of Authorship and Abstract.

Kind regards and stay safe,
Stéphanie

**Invitation from the RC25
Secretary – The invitation to
the online Conference in
Brazil**

**Online Colloquium of
ALED (Latin-American
Association for
Discourse Studies)**

**ALED is the Latin-American
Association for Discourse Studies.
From 22 to 26 March 2021, ALED-
Brasil will celebrate its 8th
Colloquium, entirely online this
time because of the pandemic.
The Programme includes
keynotes, round tables, oral
communications/ poster sessions,
and ten courses.**

**Our RC president Stéphanie is
invited as a keynote speaker and
participates in a round-table about
associations on Language and
Society (ALED, EDiSo, and
RC25/ISA) and their possibilities
for closer interactions and joint
projects.**

**We are very excited about the
opportunity of bringing
together ALED, EDiSo, and RC25,
and also about the amazing
Programme of the Conference.
Details can be found
at <https://www.even3.com.br/aledbrasil2020/>**

**Viviane de Melo Resende
Universidade de Brasília
<https://brasil.academia.edu/VivianeResende>**

RC 25 Life During COVID-19

Facing the spread of COVID-19 at the end of academic year and welcoming freshers under the pandemic in Japan.

Keiji Fujiiyoshi, Vice-President RC25
Faculty of Sociology
Otemon Gakuin University, Osaka,
Japan
fjosh524@hotmail.com

I am a faculty member of a medium-sized university that has six faculties and some 7,000 students in Osaka, Japan. When a curious pneumonia was first reported in China last winter, I just thought it might be like SARS (2002 - 2003) or MERS (2012 - 2015) which should affect Japan little. However, after the first death due to the virus was reported in Japan in mid-February, the situation began to change drastically. The Diamond Princess, a luxury cruise ship had 3,700 crews and passengers onboard when it made a stop at Yokohama (venue of the ISA 2014 Congress) on February 3. One passenger had already been found contracted with COVID-19. Eventually, 706 people were found infected and 4 among them were dead before the evacuation was completely done on March 1. The government issued an order to temporarily close schools for a while in the end of the month.

We were closing the university's autumn semester and preparing the upcoming spring semester when WHO declared the COVID-19 pandemic early in March. We usually hold a graduation ceremony this month but were compelled to suspend. Our spring semester begins early in April but we

have to tell students to stay home and take classes online with no welcome ceremony for freshers. At this point of time, we had a small hope that we might reopen the class on site in May (from late April to early May Japan has a series of holidays called "Golden Week") which proved in vain and we gave all classes online keeping students at home through the semester.

We started the autumn semester in mid-September opened some classes (which have less than 100 students) on site. We were afraid that it might make some clusters grow but our university's authority gave the priority to the students' desire to see one another in campus. Fortunately, we have not seen any infected cluster since then.

Whether or not to open the campus and how broad are different from university to another. Some still keep their campus tightly closed and students take all classes online. We have been all suffered from the same disease but how we have may differ one from another.

One anecdote to add: there have been strong claims from students and their parents, especially freshers and their family, that they were deprived of "campus life". Yes, students do not come to the campus not only to take classes; they see their friends, make friends with one another, join club activities, and find someone to fall in love with. Some universities and colleges agree with that claims and opened the campus to their students with some restrictions. Many students came to campus and enjoyed their life on campus. Some students, however, came to campus, took some classes, and went back home with no one to speak to. They thought that they could have got out of the depressing "all online classes" if the university opened the campus.

Eventually, there was an unexpected hurdle for them, they had to find someone to speak to by themselves. Opening the campus was just the beginning in that sense.



A Japanese newspaper reporting the government's declaration of state of emergency, April 8



An article reporting the collapsing medical services in Europe and the United States, April 1.

Photo above: A French air force helicopter carrying the patients at Airport of Strasbourg.

Photo below: A patient going to a hospital in New York.

The Burning House

Celine-Marie Pascale, Ph.D.
 Department of Sociology
 American University, Washington DC
 pascale@american.edu

I am a faculty member in the Department of Sociology at American University (AU). It's a small university with about 4,000 undergraduates and 10,000 graduate students, located in Washington, DC. Even now, it is hard for me to say exactly when Covid-19 entered the United States. The country has been fed a daily dose of misinformation by the Trump administration. But it was clear in March that the U.S. had a serious problem. AU sent students home, closed the dormitories, put all courses online, canceled research travel, and moved the rest of the Spring graduation online.

People were dying in record numbers from the pandemic. Grocery stores limited the numbers of people allowed in at any given time, which produced long, slow-moving lines. The country's dependence on agribusiness (rather than small farms) soon produce troubles in the supply chain resulting in numerous food shortages. This combined with hoarding, left many grocery shelves empty.

At the same time, the country endures increased racism; the police killings of unarmed Black citizens have been traumatic. The federal government's response has been to support the police, to launch a military style suppression of protests, and to escalate criminal charges against protestors.

In the midst of this storm, I managed to finish a book manuscript, to devote even more time to meditation, and to cycle about 50 miles a week. All of this helped me to maintain equilibrium and to stay present with the catastrophes of 2020.

As Fall approached, AU kept all classes online and adjusted tuition accordingly. AU sought to balance the pandemic's financial impact by implementing pay cuts for all upper administration, two weeks of unpaid furlough for faculty and staff, and a suspension of AU contributions to retirement accounts. Staff who could not work online have been placed on leave. While all of this has been a terrific strategy, for keeping us all safe and managing the university, it has also been accompanied by vastly increased workloads.

Faculty have had to accommodate hours of online course development training and platform training. My own contact time with students outside of class has more than tripled. And "Zoom fatigue" has overtaken faculty, staff, and students. Many of us are spending eight hours a day online, some spend even more. For students, the burden has been especially heavy: they work online, their courses are online, their readings are online, their assignments are online. I see many students suffering from anxiety and depression. Loneliness is a common experience, especially for first-year students. With all interactions being limited to online exchanges, even support can feel like a burden.

In very basic ways, everyone is expected to carry on with our lives as we would in ordinary times. But nothing is ordinary. We are living in a pandemic and a climate crisis that is producing massive numbers of fires and unprecedented floods—in the U.S. and around the globe. The world faces shameful immigration crises; in the U.S. this has included forced sterilization of women seeking asylum. Racist violence roils the country—all of it enflamed by the Trump administration. The U.S. potentially faces the complete loss of democracy as Trump undermines elections and threatens not leave office, even if he loses the election.

In this environment, how does one teach effectively? What does it mean to be responsible to our students? For me, the answer has been to teach as I try to live: with presence, compassion, and patience. In Buddhism, the Bodhisattva is embraced as the embodiment of compassion. The Bodhisattva does not try to escape alone from a house on fire but runs back into the burning building to help others to escape. That is the aspiration I bring to my own life in these times and to my students—not to be satisfied with our own safety and well-being but to seek that for everyone. It challenges me every day to be courageous and open hearted.

My experience under COVID19 pandemic

Virna Velázquez Vilchis, Universidad Autónoma del Estado de México, Mexico

I work as a full-time teacher at my local university in Toluca, State of Mexico. You may probably do not know where Toluca is, but our former President Enrique Peña Nieto, was previously Governor from the same State. Anyway, my Faculty only serves approximately 1,500 students, all in language teaching and I have worked there for the past 20 years of my academic career. This year, I applied for a leave of absence to do postdoctoral studies in Guanajuato, which is approximately 5 hours far from my city. There, I was giving a conference and had a workshop scheduled when the news of the pandemic knocked on Mexico's door. Of course, we did not visualize the magnitude of the situation, we were more concerned about the suspension of the workshop than about the news itself. They told me that I should return to Toluca before mobility was less. Literally, I took a bus next day and returned to Toluca, very worried that I was going to get COVID19 although actually there had only been a few cases in Mexico City and I was very far from there, but you don't reason those things. Since then I have been at home with my husband, who is also a teacher. I spend my days doing my postdoctoral work at a distance, trying to obtain the products that I have committed, but since this is extra to the host University, it is a bit difficult to obtain all the information. Although the University has a good disposition, the situation is so complex that they do not even know how to carry out their main activities, such as

teaching, and I fear that I will not be able to finish on time.

In my private life, I have two daughters who are physicians, and both are currently doing their specialties in COVID hospitals. The oldest is in family medicine and takes great care of her health, uses all the equipment that she has acquired on her own, because she is afraid of infecting her husband and 3-year-old son. The biggest problem she faces is that people are afraid to say that they have COVID and come to the non-COVID consultation to be treated, that situation puts doctors like her in constant danger. The other, the youngest, is in internal medicine, which are doctors who treat COVID cases in the country. Every four days she enters literally as an astronaut and with the resources that we have paid ourselves, for our safety and comfort, to attend to the most serious COVID patients. With deep sadness she sees how they passed without being able to do much for them. This situation plus my own health condition triggered a recent diagnosis of diabetes. Now I am a high-risk person, because I also have asthma (since 2011) and hypertension (since 2014). Like many of us, I have seen close friends and family fall to the pandemic and in some cases lose the battle, so I am in confinement as much as I can, because I fear that if I get infected I will not survive, although I am already controlled.

I would like to say that all Mexicans are fighting against COVID. Unfortunately, there is a high degree of illiteracy in the country, which is reflected in the lack of personal care, scepticism towards the pandemic and naivety. There are people who even say the pandemic is just a government invention. For this reason, many people do not take adequate sanitary measures, go out to party, visit

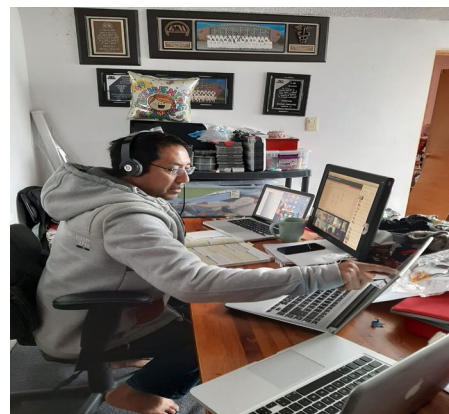
their families, and do not protect themselves. In other cases, they do not even know how to do it and the number of cases continues to increase. There are also those who do not have a way to cope with the pandemic because their financial resources are minimal, and they must go out to work and that represents a high percentage of the population. As far as I am concerned I trust that we will soon find the vaccine that will allow us to return to our activities and I hope that my close family does not fall among the severe cases of the disease. Let us stay home as much as possible and take care of ourselves, I hope to greet you all at the next RC25 event.

Saludos

Virna



Me on my postdoctoral work at home



My husband teaching online at home



Left: my oldest daughter working as family medicine

Right: my youngest daughter in full armour to take care of COVID-19 patients

My COVID-19 experience: living through the new normal

Marjorie Maido, ELTE Hungary

I am a Filipino international student in Budapest, Hungary and went back home to conduct my field work for my dissertation regarding global Filipino seafarers. I was not even halfway done with my data-gathering when the novel coronavirus entered the Philippine shores. Though I live in the central Philippines which is 244 nautical miles away from the capital Manila, people in my province are very much aware of what has been happening since December of 2019. Most people I know celebrated the Christmas season very simply compared to the previous years as most may have felt that dark days are coming. Just a background information, Christmas season in the Philippines starts on the 1st of September and ends at the feast of the Three Kings. During

those months, parties are thrown here and there. But 2019 ended peacefully, no loud celebrations, nothing grand or pompous. Within my family circle, with what has been happening this year, all I could remember is how minimal we celebrated Christmas and how we just hoped 2020 will be better when we welcomed the new year.

On January 23, news of arrival of hundreds of passengers from Wuhan, China in Kalibo, Boracay island, 158 kilometres from the province where I reside, have raised alarm in the whole country. These tourists were able to depart from Wuhan hours before the Wuhan lockdown. The airport was at that time accommodating six chartered flights from Wuhan to Boracay weekly, and upon the arrival of these tourists, only then the authorities decided to suspend the flights between Wuhan and Kalibo. Boracay is a top tourist destination in the Philippines, known for its world class resorts and beaches. Due to the impending risks posed by the Chinese tourists, the Philippines decided to send them back to Wuhan. It came as no surprise when a week after this chaos, the first novel coronavirus case in the Philippines is a 38-year old Chinese woman who arrived in the Philippines from Wuhan, China via Hongkong in January 21. Life was never the same from then on. There are small details an ordinary person cannot easily escape from where he can sense that something bad is going on all over the world: signages like “no masks available”, empty counter shelves of alcohol and sanitizers, the rise of online sellers selling overpriced masks, and the proliferation of fake news all over social media.

Although the public has been very transparent about their sentiments of

locking down the country early on February, the Philippine government only decided to step up and declare a nationwide total lockdown on March 15. The lockdown carries with it restricting the movement of people except for necessity, work, and health circumstances. Senior citizens or those who are 60 years old and above, and children less than 21 years old, are not allowed to go out. Days prior to the lockdown, I can vividly recall how my two grade 7 children looked like when I fetched them from their school in the afternoon of March 13. They were informed that it would be their last day in school, although they are not done with their final exams. Growing up in this media-hyped world, they seem not to worry about the chaos the world is getting into. They definitely know much about the coronavirus as digital natives, but more than myself, I was saddened that they get to experience this era where uncertainties and insecurities will be on the rise, as we expect people to get sick, lose their jobs, and stay home most of the time to stay well. I myself have never had the chance to see my friends as I was always occupied with my dissertation. I have to admit that I felt insecure with what lies ahead, I went through an existential crisis that I need to reevaluate my priorities in life. To distract myself from the woes of the time, I started checking on my family, my close friends, my colleagues in the academe, taking time to call them and ask how they are. I felt the need to reach out, as I have missed a lot of chances when the times are much easier. To counter my worries with food supply, me and my husband turned to backyard farming and poultry raising. We started planting vegetables, fruit-bearing trees, and grew chickens. What we harvest, we also

make sure we share with our families, neighbours, and friends. At least even in a small way, we get to help people. Now, after months of being stranded in my home country, I am back in Budapest, trying to get through with what the PhD requires, and hoping to get by successfully amidst the changed times we have now.

It ain't a fairy tale. On a roller coaster of COVID-19 events

Anna Odrowaz-Coates,
UNESCO Janusz Korczak Chair in
Social Pedagogy,
Maria Grzegorzewska University in
Warsaw, Poland

Since March 2020 we face a different reality here, all way round. My story starts with being stranded in Oradea in Romania, with a group of 70 students participating in an Intensive Course, part of the Erasmus+ project *Removal of barriers to social inclusion and social participation for children and young adults with intellectual and developmental disabilities*, SIIDD - Cooperation for innovation and the exchange of good practices KA203 - Strategic Partnerships for higher education- Erasmus+ 2019-1-SE01-KA203-060425. Thankfully, I was not alone and other teachers, including my dear academic friend, expert on reflectivity, Anna Perkowska-Klejman shared the stress with me. After 5 days of the course we were informed about the closure of schools and universities and instructed to terminate the course and return home. Our home university banned any travel abroad at that point. But we were already abroad!!! We had no money available, no air tickets, no plan and some

worrying information about possible closure of borders and cancellation of air traffic kept coming. We managed to evacuate our students through Budapest in Hungary. The 'escape' procedure was quite nerve wracking with queues building at the border and no taxi or bus drivers willing to cross the border uncertain if they would be able to return home. Luckily, we all returned safely and the adventure bonded us with the group of Polish students, who remained relatively positive and trusted us immensely throughout. We owe a big thank you to a Polish travel agent who organized us tickets with no pre-payment and waited patiently for several weeks to be reimbursed. We were impressed with the supportive spirit that the travel agency « Stare Miasto » demonstrated. After this stressful and sudden return, the course was continued online, using zoom application, and this transition went well as we all met in person first and people from 7 different countries got to know each other. Therefore, the retention rate was high, almost 100%. As soon as the course finished our own university moved online, so we already had the know-how on using zoom and other online tools and our department led on new initiatives.

After this we were on a full lock down for 2 months. During the lock down the groceries were in such high demand that online stores stopped delivering to our area. At this time my husband lost his job and the children suddenly had to be home schooled with need for access to laptops and camera's supplied by us. This was at the same time as I was teaching my own classes. Some children in their peer

groups had only a mobile phone available for lessons, which is certainly not enough and reveals great gaps in quality of education during pandemic. Supporting them and coping with my own workload was very hard. The more I teach online the more tired I am of this form of communication. I feel the strain of my students as we both crave direct, human contact. Extended screen-time cannot be good for the eyesight nor for our central nervous system. I miss the travel and all the hassle and adventure that comes with it. Many of our Erasmus+ programmes are either on hold or moved online. I feel that we are missing out so much.

Due to the domestic financial situation I agreed to take on a new role at work that brings many extra hours of administrative and human management responsibilities. The new role took me by surprise and hopefully will be a positive step in my development. I would have never accepted it in any other situation, so COVID-19 pushed me to take it. The power dynamic at home was somewhat unsettled and sociologically interesting, as some compensation activities took place on all parts. Luckily for us after 5 months of being stuck at home my husband got himself a new job. We do not know for how long, we do not know if we will even survive this deadly virus, since number of cases is on the rise daily and the country struggles to maintain functional medical infrastructure. What we know is that we never know what waits behind the corner. This is so true for the internal political situation that takes place in Poland right now.

Poland burns with people's rage. Opposing points of view, conflicting ideologies, street protests, dangerous political rhetoric. The COVID-19 crisis and some other political decisions that took place revealed and heated up deep sociological divisions, social issues and conflicting worldviews. I want to see it in a positive light. I really do. I was afraid at first, to see so many desperate initiatives, so many unsettling events and citizen actions, now I look at it with hope. Perhaps this is the real democracy. Perhaps finally people understand that they need to become more politically aware, more involved and voice their opinions. I feel that the country's conscience is awoken. Although, aggregating in crowds in times of pandemic sounds unreasonable from the spread of disease point of view, it is at the same time encouraging to see young people taking to the streets and demonstrating, as finally they feel that they want to participate in the discourse, they want to have a say. This is activism, this is participation. There are some misunderstandings and false interpretations of intentions and aims of protestors, it turns out that they protest for many different reasons. Not one alone. The situation on the streets and some of the government moves created crisis within a crisis. Are we at a verge of a domestic war, a revolution, despotic authoritarian regime or an anarchy? Can the social order be restored? Many values were recently undermined and remain in crisis: universities and their freedom, Roman Catholic church that feels under attack after recently revealed scandals, finally the order of human rights and a discussion on women's rights, children's rights and the protection of human life. All these during a deadly pandemic...

It has been an emotional roller coaster for me but I believe that this is just

a new way of discussing, of expressing and of sharing. It is new for us, long forgotten since the success of Solidarity in overthrowing communism and it seems to be a very democratic way to express disappointment and to call for change. We are a democracy after all, if we were not, the people would already have been in prison or excluded in other ways. We are a new democracy, we do not know how to achieve consensus, how to voice our discontent, we learn how to be heard. For sociologists looking into language and discourse the discussion that takes place in public space in Poland is a valuable source for analysis. Despite the roller coaster of ideas, it will remain a rich and inspiring ground for social scientists.

.....
CALL FOR PAPERS
Italy (NAPLES/CAPRI)

XIX INTERNATIONAL FORUM

'LE VIE DEI MERCANTI'

WORLD HERITAGE

and DESIGN for HEALTH

In Naples 17 June 2021,

In Capri 18 and 19 June 2021

Abstracts of 1500 signs
 including spaces should be
 sent to this email address by
 18th of January 2021:
leviedeimercanti@benecon.it

The languages of the Forum –
 English and Italian

Website of the International
 Forum:
<http://www.leviedeimercanti.it>



World Heritage and
 Design for Health
XIX INTERNATIONAL FORUM
 NAPLES 17 - CAPRI 18/19 JUNE 2021

WORLD HERITAGE and DESIGN for HEALTH

ARCHITECTURE|CULTURE|HEALTH|LANDSCAPE|DESIGN|ENVIRONMENT|AGRICULTURE|
 ECONOMY|TERRITORIAL GOVERNANCE|ARCHEOLOGY|SURVEY|HERITAGE|e-LEARNING

Le Vie dei
 Mercanti

XIX INTERNATIONAL FORUM

Naples 17 - Capri 18 | 19 June 2021

.....
CALL FOR PAPERS (Online Conference)

Call for Papers for the 15th ESA Conference, 31 Aug - 3 Sep 2021 in Barcelona

Deadline for abstract: 15 February 2021. The abstract submission
 platform will open by the end of the year 2020.

https://www.europeansociology.org/sites/default/files/pdfs/2020-12/ESA_2021_CFP_Barcelona.pdf

You can choose to submit an abstract to either one of the 2 listed Semi-Plenaries, 37
 Research Networks, 54 Joint Sessions organised by at least two RNs, 19 Research
 Streams or the PhD Summer School. You can find all necessary information in the
 document as well as here, on the conference website.

<https://www.europeansociology.org/call-papers-esa-2021-conference-published>

CALL FOR PAPERS (Online Conference)

**Education and the challenges of the multicultural world - an interdisciplinary perspective – (ESA 10 & ESA 33 patronage).
A hybrid conference, online presentations are welcome in 5 possible ways; **Low participation fee of 25 euro****



Due to dynamic COVID-19 situation with many constantly changing restrictions that vary in different countries, we decided to move most conference activities online. We offer many diverse ways of participating. If you chose 1,3-5 we encourage you to also submit your paper in English for publication.

1. My research in a nutshell

Send us a 5-8 minutes video of your research or part of your research you would like to focus on e.g. methodology, theoretical framing, interpretation of data.... If you use your phone to record, please do so in horizontal position. We will classify your video in a thematic and place it on the conference channel. It should be prepared in English.

2. Paper presentation

Please send us your paper. It should be sent as a .doc or .rtf file and include your full name, Affiliation, email address, ORCID number. Title, abstract of 150-250 words, and key words are important for our review process. The paper should aim at 11-12 pages in length, formatted in APA7 style, followed by the list of References in alphabetical order. The main text should be prepared in Times New Roman, font 12, space between the lines set at 1.5. In text references should be placed in brackets. Works cited in languages other than English should be followed by the English translation [in square brackets]. Your paper will be presented in the paper section during the conference and it will be considered by International Journal of Pedagogy, Innovation and New Technologies www.ijpint.com Alternatively, your paper may be published in a peer reviewed monograph published by an accredited academic publishing house in 2021.

3. Poster

Please send us your poster in PDF format. It should include title, coherent presentation of main points. Please remember that in this form of communication you may not have an

opportunity to discuss or explain the content so it must be self-explanatory. The poster should be in English.

4. Photo gallery

A good alternative to a poster may be a selection of 10 photos, each photo should have a meaningful title and the selection should have a Main Title that reflects the theme of your photo presentation.

5. Live presentation

Between 14.00-17.00 Warsaw time there will be a number of live sessions, where you can present online a 15-minute presentation followed by questions and answers from the audience. Your internet connection will have to be tested before the conference. If your internet connection is unstable or not very strong you may opt for the video option instead as then you have full control over the transmission. Use the time zone convertor to check what time it is in your area and if this is a good option for you.

All the above: papers, videos, posters and photo galleries should be sent by 31st of December 2020 to this email address:

dkD4@aps.edu.pl

More information

<http://www.aps.edu.pl/unesco-chair/conferences-seminars-publications/>

Register on this website: <https://konferencje.aps.edu.pl/edukacjawobecwyzwan/>

CALL FOR PAPERS *"The road to social inclusion"*

14th UNESCO/ Janusz Korczak Chair

International Summer School 2021 (28.06-09.07.2021)

Coming from diverse backgrounds and a multitude of countries, we will share knowledge about the roots of social inclusion (regional and national roots). These roots are naturally situated in a specific language landscape and within specific discourses that may be of interest to the RC25 membership.

We will work together within the interdisciplinary field, to diagnose current advancements in social inclusion around the world and we aim to identify and develop beacons for the future within the field of social inclusion.

During the International Summer School 2021, we will share knowledge of modern research tools and methodological advancements in the field. We will tailor the workshops and lectures to the needs of the participants. We also hope to immerse our visitors in the rich culture and history of Poland.

The call is open to practitioners, academics, researchers, doctoral and MA students with passion for social inclusion. To apply, one should prepare a manuscript about social inclusion in your respective country or region, with a particular focus on 3 aspects:

- historic roots and main figures for inclusion
- the current situation, influence of local and international policy
- the way forwards

The paper may also discuss barriers to social inclusion and ideas for the overcoming of such obstacles.

Bursaries

The UNESCO Janusz Korczak Chair International Summer School operates under the patronage of the Polish Commission for UNESCO and a number of bursaries will be available to scholars in an open and transparent procedure. If successful, you will be expected to spend 30 days in Warsaw, which is the condition for allocation of the bursary. The bursary is 2200 PLN in total, and it is meant to help cover all your expenses including accommodation, subsistence, health insurance and your visa. How else can we help in organizing your stay? We offer a letter that may support your VISA application. We may suggest places to stay. If you receive a bursary, we will not charge you any fees for participation in the summer school **28.06-09.07.**

Conditions for applying for a bursary: your country is a lower income country (B or C), with category C being a priority*; you already have a degree, at least an MA or PhD – electronic copies of diplomas should be sent for us to verify. You need to send us the application form, the letter of support from an established academic, a scan of your highest degree certificate and the paper that you wish to contribute.

If you are self-funded or funded by your institution, the participation fee is 1200 PLN (approx. 285 euro). The fee covers: academic, research and cultural activities. The fee does not cover your accommodation, subsistence, health insurance or visa.

COVID-19 Pandemic situation provisions

Due to the dynamic situation related to the global COVID-19 pandemic, we have also prepared an alternative plan, where part of the summer school may take place online. In such an instance, the fee will be significantly reduced and completely waived for lower income countries. The list of lower income countries (B and C*) can be found here: *<https://www.isa-sociology.org/en/membership/table-of-economies-by-category>

Expressions of interest:

unescochair@aps.edu.pl

<http://www.aps.edu.pl/unesco-chair/unesco-janusz-korczak-chair-international-summer-schools/>

.....



PAST EVENTS

Here is the link to a seminar Stéphanie Cassilde gave about language issues on the 17th July: <https://www.youtube.com/watch?v=B814WK0KH10>

The related paper is available here:
<https://www.raco.cat/index.php/RIO/article/view/367234>

Recent Publications

Lelubre Marjorie, Cassilde Stéphanie, « Se construire comme professionnel de la recherche par la rencontre avec les professionnels de terrain. Apports réflexifs au départ du secteur de la lutte contre le sans-abrisme en Belgique francophone », *Écrire le social*, 2020/1 (N° 2), p. 48-63.

Stéphanie Cassilde. « Faire face au défi du COVID-19 dans l'accueil de jour des personnes en situation de sans-abrisme. Jalons d'une adaptation rapide et résiliente en période de crise sanitaire », *Les Echos du Logement*, 127 : 4-9

Stéphanie Cassilde. « El trabajo social con personas sin hogar en Bélgica durante la pandemia », in Breno Bringel and Geoffrey Pleyers (eds.), *Alerta global. Políticas, movimientos sociales y futuros en disputa en tiempos de pandemia*, CLACSO/ALAS: Buenos Aires, pp. 147-153.
 open access:
https://www.clacso.org.ar/libreria-latinoamericana/contador/sumar_pdf.php?id_libro=2224

forthcoming by mid-December:

Crapez Sophie, Cassilde Stéphanie, Huygens Suzanne (eds.), *Construire avec les naufragés. Un accueil-pagament psycho-médico-social des personnes sans-abri*, éditions de l'Université Ouverte de la Fédération Wallonie-Bruxelles, Charleroi, 2020 (in press).

forthcoming by mid-December:

Cassilde, Stéphanie et Di Ruggiero, Guiseppina (2020), « Des jeunes en errance. Éclairages d'une approche holistique centrée sur la personne en Belgique francophone », in Ferréol, Gilles (sous la dir. de), La persévérance scolaire : expérimentations et dynamiques éducatives, EME : Louvain-la-Neuve, pagination en cours.

Two articles by Florian Coulmas about COVID-19

Loneliness, Helping Hands, TRUTH: One hundred voices on Covid-19

<http://www.cambridgeblog.org/2020/07/loneliness-helping-hands-truth-one-hundred-voices-on-covid-19/>

Loneliness, Helping Hands, TRUTH

Between mid-May and the end of June 2020 linguist and author, Florian Coulmas, questioned people around the world about their personal experiences of the Covid-19 pandemic. 'Loneliness, Helping Hands, TRUTH' is the response he received.

<https://www.interliamag.org/articles/florian-coulmas-loneliness-helping-hands-truth/>

**YOU MUST SEE THE Q4 + SUPPLEMENT:
Special Issue of RC 25 ISA –
THE RC25 WORLD before the PANDEMIC**
