
RC25 NEWSLETTER

4th Quarter 2021 | VOLUME 23

Edited by Anna Odrowaz-Coates & Idalina Odziemczyk



Author of the artwork : Stéphanie Cassilde

Highlights:

- Call for papers for LD&S Thematic Issue for June 2022
- Changes in the position of the Board Secretary
- New possibilities to contribute or participate



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LETTER FROM PRESIDENT & VICE-PRESIDENT

Dear RC25 members,
Dear Colleagues,

While the pandemic still affects our lives in our different roles to the world, there are the ongoing developments of RC25. Our main goal is to take care about the membership and to be supportive to their scholarship dedicated to language and society.

Following a meeting during the Warsaw (Poland) 2019 international conference organized under the leadership of Anna Odrowaz-Coates, the idea was offered to RC25 Executive Board to set a conference in Nairobi, Kenya. RC25 EC enthusiastically accepted. Initially, we planned that the Nairobi on-site RC25 international conference would be held in June 2021; obviously a delay was included to consider the last developments of the sanitary crisis. So, here are where we are at this stage:

(1) **who** are "we"

RC25 Executive Board granted the leadership of organizing the Nairobi RC25 international conference to Gatitu Kiguru and Phyllis W. Mwangi, whom you already know notably as editors joining Language, Discourse & Society editorial team, led by Anna Odrowaz-Coates, for the December thematic part. The composition of the full organization and scientific committees are to be announced.

(2) **when**

The exact dates are to be announced and/but it will be in early June 2022. Indeed, this is the most convenient time from several perspectives: the venue availability, the weather, etc. You are invited to join us hopefully on-site for a three-days event, the first one is dedicated to a publication workshop.

(3) **what**

Of course, the overall thematic will be related to Language and Society.
The call will be circulated in the following weeks.

Regarding the 2023 Melbourne ISA World Congress of Sociology, all deadlines are published on ISA website: <https://www.isa-sociology.org/en/conferences/world-congress/melbourne-2023/deadlines-2023>. If you already have in mind contributions for integrative sessions, regular sessions, etc. do not hesitate to already contact the program coordinators: Stéphanie Cassilde (Stephanie.cassilde@ronininstitute.org), Keiji Fujiyoshi (fjosh524@hotmail.com), and Rika Yamashita (rikayam111@gmail.com).



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Language, Discourse & Society celebrates its 10th anniversary. This is a tremendous collective achievement as scholars submitted their research for publication all these 10 years along, reviewers supported the quality of the published articles, editors worked hard to make each issue on time notably to fulfill the criteria for indexation, and RC25 award committee contributed to *LD&S* attractiveness and quality. There are quite lots of persons to thank for this anniversary! The forthcoming December issue will be special to acknowledge this symbolical step. A contribution from Federico Farini, *LD&S* first editor, will be included. Let us also take the opportunity to congratulate him for his recent full professor position. We are also privileged to announce a text about RC25 history written by Celine-Marie Pascale for the December 2021 *LD&S* issue.

In this period of changes, we also have another development to celebrate: Viviane de Melo Resende recently became Associação Latino-Americana de Estudos do Discurso (ALED) President. She thus decided to step down from her position as RC25 Secretary, transferring the related duties to Beatriz Xavier. We wish to thank Viviane deeply and warmly for all she dedicated to RC25 since her first role as RC25 award committee member and session chair, until now as Secretary. We are looking forward enhancing new collaborations between ALED and RC25. We will miss you and are also extremely happy about this evolution in your career.

RC25's life relies on continuous implication of the whole membership. Thus, we are grateful about your participation, notably to the newsletter. This is the opportunity to also highlight the continuous and enormous leadership of Anna Odrowaz-Coates and Idalina Odziemczyk to take care about RC25 newsletter.

Kind regards,
Take care and be safe,

Stéphanie Cassilde and Keiji Fujiyoshi
RC25 President and Vice-President

CHANGES IN THE POSITION OF THE BOARD SECRETARY

We would like to inform you that Viviane de Melo Resende, Diretora do Centro de Estudos Avançados Multidisciplinares at Universidade de Brasília left the post of the Board Secretary due to the assumption of responsibilities in the Latin American Discourse Studies Association. The new Board Secretary will be Beatriz Xavier, from the University of Coimbra, Portugal.



Viviane sends warm greeting to all RC25 members, and many thanks to the board with which she worked gracefully for the last years.

About new Board Secretary: **Beatriz Xavier**, PhD

Beatriz Xavier holds a PhD in Sociology and works at Health Sciences Research Unit: Nursing (UICISA: E), Nursing School of Coimbra (ESENFC), Portugal. She is also affiliated at Centre for Functional Ecology - Science for People & the Planet (CFE) | University of Coimbra; Research Group: Societies and Environmental Sustainability

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HIGHLIGHT ON AN AFFILIATION

the Ronin Institute for Independent Scholarship¹

by Stéphanie Cassilde

Since August 2019 I became a Research Scholar at the Ronin Institute for Independent Scholarship (<https://ronininstitute.org/>). At this time, I was in the anticipation of a transitional career step and it was very important to me to secure an affiliation enabling to be anchored as a researcher even if I was shifting to an outside-academic position as my main employment. Beyond the ontological survival motivation, discovering the Ronin Institute was enlightening from other perspective too. Being interested in the real conditions of knowledge production, unveiling independent scholarship was also a way to make it clear about who is paying for the research done. Ronin Institute Research Scholar is an unpaid position, and except funding to be identified, it was then clear I was self-funding my research, i.e. thanks the paid job I am doing at the same time. Unexpectedly a non-profit organization (ASBL Comme Chez Nous: <https://asblcommecheznous.com/>) dedicated to homeless people care hired me as a researcher to research homelessness related thematic, including social work and financial related innovations, for instance. The objective was to create a Research & Development Department in the fields relevant to social work, i.e. not limiting such so logic articulation between research and action to industry, for example. Due to a specific organizational context, this position included also almost from the beginning the familiarity with the coordination of the whole non-profit to secure to be able to ad interim undertake the vacancy of the director during a needed three months leave. About four months later, COVID-19 arose.

At this stage, it is important to underline the huge diversity of situations among Ronin Institute Research Scholars, like the heterogeneity of ways to earn our life: consultancy, lectureship, retirement, entrepreneurship, caregiver, etc., including being working at the same time in a university. The Ronin Institute for Independent Research can be related to any personal situation. Actually, this is why Jon Wilkins, its founder, created Ronin: “The conventional wisdom in academic circles is that a tenure-track faculty position is *the* path to pursuing a career in scholarly research. While that is certainly a path, it is not a path that works for everyone. There are many more talented, dedicated scholars than there are faculty positions. [...] The ronin were masterless samurai who refused to kill themselves, choosing instead to make a living using their skills. The analogy is this: if you’re not employed by a university, you’re supposed to say, “Well, I guess I’m not an academic anymore.” What we’re saying is, “You know what? No, we can do this.”” (see Ronin Institute website). For me, being able to separate how I can earn the needed money to live and my scholarship was very powerful to set me as a “researcher forever”, as such positioning is so rooted to what I wish to myself.

¹ I am thankful to Keiji Fujiyoshi for having suggested this thematic for a text for the newsletter.



So, coming back to “about four months later, COVID-19 arose”... I was an internalized researcher belonging to a team facing a massive shock while being a place in last resort for homeless people, prevented to stay at home to protect themselves from the sanitary crisis. I was also conscious about the envisioned leave of the director, interrupted by the pandemic.

As a researcher and being embedded in my field, I entered in action to foster the building of a new team of volunteers, essential in addition to social work; I was the one responsible to find masks for everyone and securing several operational needs. Informally, and then officially, I became the adjunct coordinator of the non-profit. Altogether, we enabled to keep the daycare center open on-site since the beginning of the pandemic, and until now, seven days a week, without any COVID-19 cluster or secondary contamination.

As a trustworthy professional, I supported the conditions enabling the expected initially three months needed leave to happen. More than a year was necessary to reach this goal; and the leave was longer than expected. Three months became 21, also because I adequately fulfilled the operational expectations.

For two years, being a Research Scholar at the Ronin Institute for Independent Scholarship sustained my scholarship in this overall situation. At the beginning, I was viewing my positioning as being able to be is a very specific observational role as a researcher behind the operational role; what a privilege to be able to be in the field while the pandemic imposed a lockdown and the reinvention of their data collection to so many social science researchers. In the meanwhile, I experienced the frustration of having fantastic data without having the time to analyze them, as emergencies in the daycare center were the priority as adjunct coordinator and then as replacing the director. Doubts about being a researcher came, enhanced by the difficulty to answer on time to research related ongoing deadlines (submission of a book chapter, delivering feedbacks to research colleagues, etc.). Indeed, several commitments were undertaken before the pandemic and/or the awareness of these effects on the objective time conditions for my scholarship. Fortunately, belonging to the Ronin Institute community of scholars, and staying in connection with research networks (RC25 of ISA, and the Thematic Network “Sociology of Knowledge” of the French Sociological Association), helped to keep this anchorage, and made me envisioning the patience to wait for the forthcoming 1st January, when I will be back to a 100% internationalized research position versus the ongoing operational one as I am writing these lines. From a knowledge production perspective, I learnt a lot about the (un)balance between research and operational times, including the identification of contributions to the literature on the basis of such unexpected positioning.

I hope that sharing more explanations about my affiliation may encourage scholars who are struggling with tenure to expand their perspectives. Also, as the pandemic affected all of us so much, maybe such a sharing can support your research positioning wherever you are.



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Language, Discourse and Society
Thematic Issue for June 2022

CALL FOR PAPERS

Discourses of childhood and children's rights in the context of social inclusion

<https://www.language-and-society.org/thematic-issues/discourses-of-childhood-and-childrens-rights-in-the-context-of-social-inclusion/>

Important dates:

- **28th February 2022:** Due date for submission
- **April 2022:** Feedback from reviewers
- **May 2022:** Submission of revised articles

This thematic issue will be published in **June 2022**.

Guest Editors:

Ewa Dąbrowa PhD (Maria Grzegorzewska University, Poland),
Cecilia Zsogon PhD (University of Buenos Aires, Argentina)

We are particularly interested in what language is used in political discourse, in legal and policy documents, in related media discourses. How narratives form social imaginarius around children's rights, child participation, the idea of childhood, and last but not least how these may aid or negate social inclusion of children and youths in the socio-environmental contexts.

Topics may cover but are not limited to:

- Discourses of childhood
- Discourses for or against children's rights
- Language as a medium forming people's opinions and attitudes
- Linguistic aspects in legal, political, policy documents
- Narratives around social inclusion/exclusion – e.g. the use of exclusionary language
- Linguistic stigmatization
- Changing the world by changing the ways we describe reality
- The issues of translation of key concepts
- Issues of social pedagogy/social education for social inclusion
- Inclusive education



- Role of education in combating exclusion
- Discourses on child labour
- Addressing childhood through different paradigms
- Language and the world construction and reconstruction
- Linguistic diversity towards Identity Creation/Construction
- Ideological engaged discourses as an impact of children's oppression/exclusion

Since the beginning of Modernity, childhood has been a central topic in the discourses on society and humanities. The way in which children have been addressed, regulated, segregated, and protected has shown great variations according to age, context, gender and ethnicity. But also, historically there have been -at least- two childhoods; one with a guarantee of inclusion in traditional socialization mechanisms and an excluded childhood in which children do not have, in practice, their rights guaranteed. This implies a differential recognition according to the socioeconomic background of individuals, not always recognized by the human rights and children rights narrative.

Can the discourses on childhood help place the effects of inequality on the most vulnerable sectors of the population onto the political and social agenda and translate into institutional actions and programs that work in favor of childhood welfare?

According to the World Health Organization, as for September 2021, there have been more than 218 million confirmed cases of COVID-19, including 4.5 million deaths, which has already left many children without one or both parents or other caregivers. And orphaned children will be particularly vulnerable to diverse forms of exploitation, including trafficking, sexual exploitation and forced labor. This may constitute a tragic reversal of the progress of children rights which impact is yet to be seen.

Because of some global problems such as military conflicts, economic inequality, pandemic, which make the childhood hurtler, some organizations talk more often about lost generation, deprived of their full participation in social life. Therefore, in November 2020 has been adopted the plan to protect the children by the UNESCO. The document is related to ensure the access to education and health care, protection and support the mental health, improvement of natural environment, and ensure the social inclusion. Language plays a special role in creating the better or worse world. That is the point for theoretical and methodological studies.

We are particularly interested in the methodological and theoretical approaches used by Authors of the proposed articles. Research based papers will be given priority. Theoretical and philosophical contributions may also be considered if they widen the existing horizon of knowing, interpreting and understanding social phenomenon related to childhood, children's rights and the issues of social inclusion.



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The deadline for submission of articles for the June 2022 issue will be on February 28, 2022.

Refer to the guidelines for authors <https://www.language-and-society.org/language-discourse-society/instructions/>

Articles that meet all requirements will be reviewed and considered for publication. If your article is chosen, you will be contacted by the publication editors.

Contributors should submit e-copies of their manuscripts to the editors of this Special Issue at edab@aps.edu.pl; cecilia.zsogon@gmail.com



RECENT PUBLICATION BY RC25 MEMBERS

Papers:

Allen Laura, **Odziemczyk** Idalina, **Perek-Białas** Jolanta, **Ayalon** Liat (2021) "We Should Be at the Back of the Line": A Frame Analysis of Old Age Within the Distribution Order of the COVID-19 Vaccine, *The Gerontologist*, <https://doi.org/10.1093/geront/gnab094>

Burton Sarah, **Outhwaite** William, **Susen** Simon (2021) The Urgency of Critical Theory Today: Towards Optimism and Renewal in a Neoliberal World, *Berlin Journal of Critical Theory*, 5(2), pp. 141–167. <https://www.bjct.de/files/Issues%20of%20the%20BJCT/BJCT2-2021.pdf>

Dhaouadi Mahmoud (2021) The absence of linguistic restrictions and the pandemic of the virus of foreign languages, *Assabah*, 3.10.2021 p.9 (www.assabah.com.tn; in Arabic)

New paper by Mahmoud Dhaouadi, a sociologist from Tunisia

Tunisian school teaching experience has adopted *two* types of system: 1 – *bilingual* teaching of subjects in Arabic (national language) and in French (colonial language) until the end of high school. 2 – The *unilingual* teaching of so-called Section A of the Tunisian education system where teaching used only Arabic for teaching all subjects up to the end of high school. Observations show the following: graduates of Section A respect, use, defend Arabic *much more* than their colleagues in the bilingual teaching system.

These observations tend to inspire to see *similarity* between Covid-19 strict measures (social distancing, wearing masks, lockdown...) against the Corona virus spread and the impact of strict measures of using only society's own language/s for teaching all subjects in schools from the primary school until the end of the secondary school. The similarity is manifested in the reliable observation that strict measures in both cases lead to individuals' *health safety*, on the one hand, and to *safety in favor of using only* the Mother or the national language in one's society, on the other.

Jasso Guillermina (2021) Linking Input Inequality and Outcome Inequality, *Sociological Methods and Research* 50(3):944-1005 <https://doi.org/10.1177/00491241211014245>

Susen Simon (2021) Mysteries, Conspiracies, and Inquiries: Reflections on the Power of Superstition, Suspicion, and Scrutiny', *Società Mutamento Politica: Rivista Italiana di Sociologia*, 12(23), pp. 25–62. <https://oajournals.fupress.net/index.php/smp/article/view/12996/12267>

Susen Simon, **Turner** Bryan S. (2021) Classics and Classicality: JCS after 20 Years', *Journal of Classical Sociology*, 21(3–4), pp. 227–244. <https://journals.sagepub.com/doi/full/10.1177/1468795X211034946>

Susen Simon, **Turner** Bryan S. (2021) eds. 20th Anniversary Special Issue on Classical Sociology, *Journal of Classical Sociology*, 21(3–4), pp. 227–360. <https://journals.sagepub.com/toc/jcsa/21/3-4>



Susen Simon (2021) Reflections on the (Post-)Human Condition: Towards New Forms of Engagement with the World?, *Social Epistemology*, Online First: 1–32.

<https://www.tandfonline.com/doi/full/10.1080/02691728.2021.1893859?src=>

Susen Simon (2021 [2014]) The Place of Space in Social and Cultural Theory, [in:] **Elliott** Anthony (ed.) *Routledge Handbook of Social and Cultural Theory*, 2nd Edition, London: Routledge, pp. 341–366.

<https://www.routledge.com/Routledge-Handbook-of-Social-and-Cultural-Theory-2nd-Edition/Elliott/p/book/9781138555822>

Susen Simon (2021) ‘Civil Society’, [in:] **Kivisto** Peter (ed.) *The Cambridge Handbook of Social Theory. Volume II: Contemporary Theories and Issues*, Cambridge: Cambridge University Press, pp. 379–406.

<https://www.cambridge.org/core/books/abs/cambridge-handbook-of-social-theory/civil-society/B6639FC172AF0AD28367FF638293D7EF>

Susen Simon (2021) ‘Jürgen Habermas’ [in:] **Kivisto** Peter (ed.) *The Cambridge Handbook of Social Theory Volume I: A Contested Canon*, Cambridge: Cambridge University Press, pp. 369–394.

<https://www.cambridge.org/core/books/cambridge-handbook-of-social-theory/jurgen-habermas/56C63AAAA60C52D333F16E812017C3CA>

Upcoming publication in Spanish:

Presiones que obligan a los hablantes de lenguas originarias, indígenas y minorizadas a abandonar sus lenguas.

Editors: Roland Terborg, Virna Velázquez, Isela Trujillo

Publisher: UNAM (National Autonomous University of Mexico), 12 Chapters in Spanish
Research on language shift in Mexico, Venezuela and France.



RC25 FACEBOOK ACTIVITY UPDATE

<https://www.facebook.com/ISARC25/>

Keiji Fujiyoshi, RC25 Facebook page webmaster

I usually make two or three posts a week. Most of them are the link to the articles which may interest some of the RC25 members. Due to my limitation in language, most posts are in English. I will appreciate it if you let me know interesting webpages written in other languages on the Internet. Send the link to me at fjosh524@hotmail.com Thanks!

Among all posts from April 1, 2021 to September 30, 2021, fifteen posts have got thirty or plus 'reaches.' Here is a list of them. I hope it is any interest of you.

- [The June 2021 Issue of Language, Discourse and Society is now available online](#) @RC25. June 24, 330 reaches.
- [Here is a message from Levi Mitzen, recipient of the RC25 award, and his picture. Congratulations!](#) @RC25_FBpage. June 8, 285 reaches
- [Students who grew up with search engines might change STEM education forever](#) @TheVerge. September 29, 52 reaches.
- ['Never apologise for being you': disabled celebrities' letters to their teenage selves](#) @TheGuardian. July 14, 49 reaches.
- [Tokyo 2020 composer apologises for historical bullying of disabled classmates](#) @TheGuardian. July 18, 45 reaches.
- [Pink offers to pay bikini bottoms fine for Norway women's handball team](#) @BBC. July 26, 38 reaches.
- [Explore connected papers in a visual graph](#) @ConnectedPapers. May 31, 35 reaches.
- [Calm App Rides for Naomi Osaka, Offers to Pay Fines for Players Declining Media Interviews: 'Mental Health Is Health'](#) @TheRoot. June 5, 35 reaches.
- [Oxford University Press to end centuries of tradition by closing its printing arm](#) @TheGuardian. June 11, 32 reaches.
- [JobOpening: Chief Archivist/Principal information Scientist](#) @OpenSocietyArchives, CEU, Budapest. July 22, 32 reaches.
- ['Privacy is at stake': what would you do if you controlled your own data?](#) @TheGuardian. September 25, 31 reaches.
- [What unconscious bias training gets wrong... and how to fix it](#) @TheGuardian. April 26, 30 reaches.
- [What is the vague title of your paper?](#) @PhilosophyMatters. June 14, 30 reaches.
- [France buys Marquis de Sade's 120 Days of Sodom manuscript](#) @TheConnexion. July 12, 30 reaches.
- JobOpening: [Assistant professor \(PDF\)](#) @SmithCollege, USA. August 26, 30 reaches.



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FUTURE OPPORTUNITIES TO PARTICIPATE OR CONTRIBUTE

1) CALL FOR PAPERS

European Sociological Association Research Network 10 - Sociology of Education



European Sociological Association (ESA)
Sociology of Education - Research Network 10

- CALL FOR PAPERS -

Challenging Times, Inclusion and wellbeing in education and training: Sociological views on Equity in Access, Process, and the Cognitive and Non-Cognitive Outcomes of Education and Training

Mid-Term International Conference
International Week of Education and Training
University of Lausanne

Important dates

Abstract submission deadline: 31 January 2022

Author notification: 30 May 2022

Registration deadline: 15 June / 30 July 2022

The Research Network 10 (Sociology of Education) of the European Sociological Association is joining forces with the SSRE (Swiss Society for Research in Education), the AECSE (Association of Teachers and Researchers in Educational Sciences), and ABC-Educ (The Belgian French-speaking Collaborative Association for Educational Research) as well as the OBSEF (Education & Training Observatory) of the Faculty of Social and Political Sciences of the University of Lausanne to organise the International Week of Education and Training (SIEF) which will take place at the University of Lausanne from 12 to 16 September 2022.

This international week will include three overlapping events:



- The Annual Conference of the Swiss Society for Research in Education (12 and 13 September)
- The International Congress on Actuality of Research in Education and Training (AREF) (13, 14 and 15 September)
- The biennial midterm conference of the European Sociological Association Research Network 10 in Sociology of Education (ESA RN10), 15-16 September.

The ESA RN10 is delighted to contribute to this focussed week of analysis, examination and consideration of the key issues relating to education and training in Europe. Though promoting as broad-ranging and diverse a conversation as possible, this international week emphasises three key issues which will be the common underlying threads to the three events. These are 1) the digital turn in education and training, 2) the development of an inclusive approach in education/training including at the institutional level, and 3) well-being in education and training. The health crisis has shown that these three aspects are both essential and sensitive for both professionals and audiences in education and training, at all levels.

The eruption of the global COVID-19 pandemic has dramatically deepened social differences in educational opportunities, a topic since the 1970s central to the Sociology of Education. Revealing the mechanisms of social reproduction in educational systems remains an important endeavour for sociologists of education. Many schools across Europe closed their doors, many teachers had to resort to long-distance teaching. Because of various mechanisms, schools lost contact with many students, primarily those from disadvantaged backgrounds. Compulsory education in a school environment fosters social ties and cohesion among students from diverse backgrounds (socioeconomic inequalities, special educational needs, etc.), and these were dramatically and abruptly severed. Since the eruption of the pandemic, schools have reopened, but researchers, educators and policy makers worry about learning arrears in the current school-going generation.

The midterm conference of ESA RN10 Sociology of Education aims to explore these issues from a sociological perspective, with a particular focus on the mechanisms behind the deepening social inequality in our educational systems. Contributions can focus on all education phases (pre-school/primary/secondary/higher education) to investigate how social reproduction occurs, which educational system or school features deepen social reproduction, and how the current pandemic has increased social inequality.

The timing of three conferences - SSRE, AREF and midterm RN10 ESA - at the University of Lausanne will allow researchers to stay the whole week to take advantage of exchanges, in a beautiful and welcoming location on Lake Geneva. We hope that bringing everyone together in Lausanne will promote dialogue between professionals and researchers from different specialist fields, languages, and disciplinary traditions to interrogate major issues in education and training for tomorrow's societies.

Abstracts max. 400 words (excl. bibliography) should be submitted on the Conftool platform (LINK). Only one paper can be presented per contributor.



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Abstracts should be structured and include separate headings dealing with the Introduction, containing the research questions, theoretical framework, and rationale for the study, Methodology, and (Preliminary) Results. Abstracts should contain references to relevant scholarly work and be accompanied by 3-5 keywords. Incomplete abstracts will be disqualified.

Interdisciplinary Journal of Applied Family Science – Special Collection



Doing Family Online: (In)formal Knowledge Circulation, Information Seeking Practices and Support Communities

Individuals and families are increasingly reliant on information and communication technologies for their daily needs, activities, and socialization. Apart from rapid push to Internet-based communication brought on by the COVID-19 pandemic, all levels of government have been ‘dematerializing’ administrative procedures for some time. Couples, parents, children, and other family members use the Internet to navigate certain formalities and get access to practical information regarding, for example, health care, schooling, or marriage. This multidisciplinary special issue of *Family Relations* examines the role of the Web as a human and bureaucratic-legal support tool for “doing family” and providing services for families around the world.

Drawing on the scholarship of online networks and communities (i.e.: Proulx & Latzko-Toth 2000; Reingold 2000; Beaulieu 2010; Ammari and Schoenebeck 2016; Vivienne 2016; Geoffrion 2021), our objective is threefold:

- 1) We seek to understand how online communities, networks and discussion forums shape contemporary families’ and couples’ everyday life, sociability, and relations online and offline. More specifically, we are eager to receive manuscripts that explore the social dynamics created by the increasingly important place online information-seeking practices hold for parents — future, new or seasoned — as they search for reassurance about their parenting strategies, tips, and information regarding health, childcare, juridical-legal issues such as divorce or child custody, education, procreation, immigration, etc.
- 2) Apart from using Internet-based groups and discussion forums for practical information, family members find emotional support online. We seek manuscripts that document how interactions with like-minded parents, for example, provide a space to build connections, show empathy and support and draw on the experience of peers in similar or different situations.



- 3) We aim to document how formal and less formal expertise and trends in family matters — e.g., rights, services, and best practices — circulate and get recognition online; and how such knowledge is mobilized by couples, parents, children and other family members online and offline. We also seek manuscripts that examine the interrelation between online counselling and more formal associative and institutional family support and related legal services.

Areas to be addressed include, but are not limited to:

1. the role of online communities in emotional support exchanges and guidance for couples and parents (e.g., fathers, expecting mothers, adoptive parents, binational couples, parents of children with disabilities);
2. parents' patterns of information-seeking behavior (e.g., regarding health, schooling, social services), the circulation of information in parents' online communities and the articulation of online and offline realities;
3. legal and administrative advice-seeking practices (e.g.: divorce, adoption for same-sex partners, child custody, immigration formalities, domestic violence, surrogacy, etc.);
4. knowledge-building and circulation, the interaction between formal and informal expertise, online experts' recognition processes, activism and its impact on policy makers and public policies;
5. how online discussion forums and networks reproduce, display or challenge inequalities due to race, class, gender, sexuality, religion, and generation.

Please send a **letter of intent** of up to 500 words (theoretical/conceptual framework, context, empirical research methods or research/policy review) and a short author's biography to laura.odasso@college-de-france.fr and karine.geoffrion@ant.ulaval.ca by **10 December, 2021**.

Notification of acceptance of proposed manuscript idea and invitation to submit a manuscript for peer review will be sent by **20 January, 2022**.

Complete article manuscripts in line with *Family Relation* authors' guidelines are expected by **1 June, 2022**.



‘Social Pedagogy and Anti-Extremism/Anti-Terrorism’

CALL FOR PAPERS

The *International Journal of Social Pedagogy (IJSP)* is a peer-reviewed, open access journal publishing articles on social pedagogy in the broadest sense, which includes all aspects of social, philosophical, pedagogical and educational parameters. Relevant areas of practice explored in the journal from a social pedagogical perspective include: education, adult education, life-long learning, social work, social care, personal and social well-being and growth, social-pedagogical problems (for example neglect, intimidation, bullying, prejudices, social marginalisation, school exclusion, etc.), teaching support in schools, family support, youth work, youth and criminal justice, learning disability and physical disability services, support for older people, community education, children’s participation, children’s and human rights.

This special issue will examine social pedagogical practices, ideals and ambitions of social inclusion and active citizenship in the global context of anti-extremism and anti-terror politics. In particular, it will shine a light on how those practices and traditions vary in different countries and contexts.

In a European context, the Council of the European Union formulated a European Union Counter-Terrorism Strategy in 2005, and the EU Commission has put forward a new Counter-Terrorism Agenda in 2020 to better anticipate, prevent and respond to terrorist threats. As a result, and because of terrorist attacks, e.g. in New York in 2001 (“9/11”) or on the office of the newspaper Charlie Hebdo in 2015, national governments have formulated preventive strategies². They target a wide range of sectors, such as education, health, faith, criminal justice, the internet, and local communities, to prevent people from becoming terrorists. Further, the strategies identify schools, kindergartens, prisons, NGOs, and Muslim communities as places to have an impact on children and young people who may be at risk of radicalisation. We expect that these policies are also being implemented on a wider scale in other parts of the world.

Against this background, we want to explore the impact on social pedagogical ideals, ambitions, and practices. What does it mean when welfare professionals (e.g., teachers, The social workers, and social pedagogues) are expected to report concerns about radicalisation to the school leadership or outside agencies whilst working to form trusting relationships to the children/youngsters? How can welfare professionals spot signs of radicalisation while meeting the child with openness? Does the child become a potentially dangerous individual in the eyes of the welfare professionals? What does it mean for the role and self-understanding of the welfare professional? How can educators support young people’s political aspirations, hopes and ideals

² E.g. “Prevent Strategy” (UK, 2011) and “Den nationale handlingsplan for forebyggelse og bekæmpelse af ekstremisme og radikalisering” (DK, 2016)

when they are asked to educate them to become reasonably passionate about ideals (Meere & Lensink, 2015)?

One of the anti-radicalisation strategies within education and social pedagogy appears to be that citizenship education as well as the transmission of democratic values and ideals to children and young people from an early age can function as a bulwark towards extremism and terrorism. This mirrors the ambitions within education and social pedagogy in Europe and the United States after World War II to formulate and implement anti-authoritarian pedagogies, i.e. critical thinking, independence etc.³. This movement influenced to a large degree the social pedagogical ideals and practices in Western Europe; in the UK building on a strong tradition for citizenship education, and in Scandinavia and continental Europe building on ideas of 'Bildung' and progressive pedagogical movements, as an integrated and implicit DNA and self-understanding of the core of social pedagogy. We are curious as to what such ideas and traditions might look like in other parts of the world. What are the implications for educators, teachers, pedagogues etc. in different national contexts and different pedagogical traditions? How are ideas of transmitting democratic values and critical thinking to children and young people balanced against values such as the celebration of difference (Dewey 1916, 1939)? How does fear of radicalized youth and terrorism impact the interpretation and implementation of citizenship ideas and democratic values in social pedagogical work? What are the implications for professional practice as well as for young people themselves, when particular individuals, places and institutions are named as less democratic/more dangerous than others (Butler 2015)?

We hope to receive contributions from a wide range of countries, to lay the foundations for a broad comparative analysis of transnational policies and ambitions and their transformations/reproductions in contextual social pedagogical practices.

We invite

- Studies of anti-radicalisation/anti-terror policy changes within the areas of education and social pedagogy,
- Insights into the impact of securitisation and the war on terror on social pedagogical (everyday) practices,
- Insights into implications and dilemmas such policies can create in meeting social pedagogical ideals and practices,
- Insights into everyday experiences of children and young people in social pedagogical/educational settings influenced by such policies,
- Insights into alternative contexts and social pedagogical practices that experiment with participatory practices, citizenship education and democracy within welfare areas.

³ E.g. New Education Fellowship, UNESCO. (see Teige 2016, Øland 2012)



Abstracts (up to 300 words) should be submitted by January 14th, 2022. We will invite successful authors (within 21 days) to submit a full draft for editorial review by June 15th, 2022. Publication is anticipated for autumn/winter 2022/23.

The special issue will be guest edited by Karen Prins and Lone Brønsted (University College Copenhagen) together with Jenny Starzetz (University College London). Please email kapr@kp.dk for further details or to submit your abstract.

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Journal of Social and Public Communication – Introducing 32nd Issue

C'est avec plaisir que le comité éditorial de *Communiquer* vous annonce la mise en ligne du dossier thématique [Crises sanitaires : enjeux sociétaux et organisationnels](#).

La santé est définie par l'Organisation mondiale de la santé comme « un état de bien-être physique, mental et social complet et ne consiste pas seulement en une absence de maladie ou d'infirmité ». Cela souligne les interactions de toute une série d'éléments autres que physiologiques pour concourir à un « état de bien-être physique, mental et social ». La complexité se situe alors au niveau de ces interactions, et ce, tant au niveau individuel que collectif, au niveau des organisations que de la société tout entière. Ce rapport de force individuel/collectif de la santé est particulièrement manifeste à l'intersection de deux approches: celle de l'espace public et celle de la sphère organisationnelle. Gouvernance et citoyenneté, politique et économie, innovation et surveillance, rôle et responsabilité, autant de domaines où les sciences de l'information-communication peuvent apporter un éclairage intéressant. C'est particulièrement vrai en situation de crise, telle que celle liée au coronavirus que nous vivons depuis au moins début 2020 et qui va perdurer encore quelques années. Nous espérons que ce numéro apporte des clés d'analyse qui nous permettront de naviguer la complexité des crises sanitaires que nous traversons.



Nous ne doutons pas que vous trouverez stimulante la lecture du dossier coordonné par Hélène Romeyer (Université Bourgogne-Franche-Comté, France) et Stephanie Fox (Université de Montréal, Canada) et vous invitons à partager le numéro dans vos réseaux.

Dossier : [Crises sanitaires : enjeux sociétaux et organisationnels](#)

Stephanie Fox et Hélène Romeyer

- [Crises sanitaires et communication : enjeux sociétaux et organisationnels](#)

Axe 1 : Espace public

Patrick-Yves Badillo, Laura Puglisi et Dominique Bourgeois

[Publicisation et qualité de l'information : la polémique sur la chloroquine](#)

Sébastien Salerno et Patrick Amey

[Mobiliser par le consentement : la communication du gouvernement suisse durant la COVID-19](#)

Nikos Smyrniaios, Panos Tsimboukis et Lucie Loubère

[La controverse de Didier Raoult et de sa proposition thérapeutique contre la COVID-19 sur Twitter : analyse de réseaux et de discours](#)

Caroline Rizza et Sandrine Bubendorff

[Produire collectivement du sens en temps de crise : l'utilisation de Wikipédia lors de la pandémie de COVID-19](#)

Axe 2 : Organisation

Pascal Lardellier

[« Codivision » des rites et « désordre » de l'interaction. Engagement et pare-engagement à l'ère de la distanciation.](#)

Marie Berthoud

[E-santé et crise sanitaire : les dispositifs de téléconsultations](#)

Nathalie Verdier, Mikael Genguelou et Emilie Tromeur-Navaresi

[La musicothérapie en contexte de COVID-19 : quelles adaptations et dans quelles dynamiques communicationnelles ?](#)

Entretien :



Caroline Ollivier-Yaniv, Nataly Botero et Myriam Hernandez Orellana

[Du gouvernement des conduites à l'appropriation par les publics : un éclairage par la communication publique sanitaire](#)

Entretien avec Caroline Ollivier-Yaniv, réalisé par Nataly Botero et Myriam Hernandez Orellana

Recensions :

Nicolas Peirot

[Communications numériques en santé](#)

Note de lecture

Corderlier, B. et O. Galibert. (dir.). (2021). Communications numériques en santé. Londres: ISTE Édition

Julie Journot

[Les pratiques de recherche sur la santé en contexte numérique](#)

Note de lecture

Morillon, L. (dir.). (2021). Les pratiques de recherche sur la santé en contexte numérique. Londres: ISTE Édition 4).

ANNONCES GÉNÉRALES

Communiquer accepte toutes propositions Varia spontanées qui répondent à notre [ligne éditoriale](#), nos consignes de [mise en forme](#) et de [soumission](#). Nous vous invitons aussi à faire des suggestions de [notes de lecture](#) et à consulter la [listes d'ouvrages](#) disponibles sur notre site web.

Au plaisir de vous retrouver à l'occasion des prochains numéros.

Le comité éditorial

Benoit Cordelier, professeur, Département de communication sociale et publique, UQAM

Camille Alloing, professeur, Département de communication sociale et publique, UQAM

Caroline Bouchard, professeure, Département de communication sociale et publique, UQAM

Dominic Duval, professeur, Département de communication sociale et publique, UQAM

Martin Lussier, professeur, Département de communication sociale et publique, UQAM

Florence Millerand, professeure, Département de communication sociale et publique, UQAM

Pierre-Gabriel Dumoulin, secrétaire de rédaction, Faculté de communication, UQAM



2) CONFERENCE

Conference in Warsaw, Poland “Discourses of childhood and Social Education”

2-3rd of June 2022 – Social Pedagogy & Sociology of Education Conference at the Maria Grzegorzewska University under the Honorary Patronage of UNICEF and UNESCO “Discourses of childhood and Social Education”.

For more details contact: unescochair@aps.edu.pl

CALL FOR PAPERS TO BE ANNOUNCED SOON

[Akademia Pedagogiki Specjalnej - Home EN \(aps.edu.pl\)](https://aps.edu.pl/AkademiaPedagogikiSpecjalnej-HomeEN)

The international conference ***Discourses of childhood and social education*** falls on the 100-year anniversary of our university, which is the eldest pedagogical unit in Poland. The celebrations take place under the patronage of UNICEF. We also celebrate 2022 as a year of our patron, Maria Grzegorzewska, granted by the Polish Parliament. Maria Grzegorzewska had a mission reflected in the values represented at our university. APS stands for Access, Participation and Solidarity. The mission is represented by the conference organizers, the UNESCO Janusz Korczak Chair in Social Pedagogy, Institute of Education, The Young Researchers Committee at the Polish Educational Research Association and the Faculty of Education, University of Warsaw.

In this spirit our international and local partners and Maria Grzegorzewska University invite contributors from around the world to join our 2-day international conference in Warsaw, titled: ***Discourses of childhood and social education*** and aimed at representatives of social sciences, in particular social pedagogy, social education, sociology of language and sociology of education.

The way we perceive the world, the needs of the child and the social positioning of children, depends heavily on social imaginarius of children's rights. This imaginarius is often influenced by discourses that surround it. Social pedagogy/social education plays a role in how the social imaginarius is formed, critically assessed, deconstructed, reconstructed and implemented in social practices. Social educators/ social pedagogues are often amongst the changemakers, that promote inclusive practices, based on human rights and therefore also children's rights agenda.

We are also interested in what language is used in political discourse, in legal and policy documents, in related media discourses. How narratives form social imaginarius around children's rights, child participation, the idea of childhood, and last but not least how these may aid or negate social inclusion of children and youths in the socio-environmental contexts.

Topics may cover but are not limited to:

- Discourses of childhood
- Discourses for or against children's rights
- Language as a medium forming people's opinions and attitudes
- Linguistic aspects in legal, political, policy documents
- Narratives around social inclusion/exclusion – e.g. the use of exclusionary language
- Linguistic stigmatization
- Changing the world by changing the ways we describe reality
- The issues of translation of key concepts
- Issues of social pedagogy/social education for social inclusion



- Inclusive education
- Role of education in combating exclusion
- Discourses on child labour
- Addressing childhood through different paradigms
- Language and the world construction and reconstruction
- Linguistic diversity towards Identity Creation/Construction

Ideological engaged discourses as an impact of children's oppression/exclusion.

During the event we will hold the Academy of Young Researchers, which is part of the 15th UNESCO Janusz Korczak Chair International Summer School 2022.

If you are interested in contributing a full text publication, there are several opportunities arising, with the main ones being:

1. Journal article in *Language, Discourse & Society* - thematic issue **Discourses of childhood and children's rights in the context of social inclusion**, due in June 2022*, edited by Ewa Dabrowa and Cecilia Zsogon. (Submissions of full texts by 28th Feb 2022).
2. Chapter in a book titled *Social pedagogy and children's rights discourses*, published in the UNESCO Janusz Korczak Chair book series, due in November 2022**, edited by Anna Odrowaz-Coates, Joanna Madalinska-Michalak. (Submissions of full texts by 20th June 2022).

3) SUMMER SCHOOL

UNESCO JK Chair International Summer School 2022 "Road to Social Inclusion"

In 2022 the yearly event will take place from May, 22 till June, 10th.

The summer school will coincide with a centennial celebration at our university, so you will enjoy international conferences and seminars on top of regular research and study programme.

Main events during the summer school, apart from research methodology workshops and invited lectures are:

25-27th May - International Social Inclusion Conference

2-3rd June - International Social pedagogy and children's rights discourses Conference

Self-study online materials will be provided as well as cultural events and a trip to the UNESCO heritage site during the Warsaw guided tour "Warsaw, city of Korczak, In Korczak's footsteps".

For registration forms, enquiries about available bursaries and visa information enquire here: unescochair@aps.edu.pl

Self-funded participants may be subject to a fee waiver, please contact us with personal enquiries if you qualify to join for free.

Paying participants are expected to cover the cost of their participation in the summer school at a fixed rate: 1250 PLN for the full program.

We look forward to hosting you in the beautiful city of Warsaw. More information about the University is available here: [folder APS EN24-11-2020](#)

More information [Akademia Pedagogiki Specjalnej - UNESCO Janusz Korczak Chair – International Summer Schools \(aps.edu.pl\)](#)



Language
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4) WEBINAR SERIES ON DECOLONIAL RESEARCH METHODS

Registration for webinar series on decolonial research methods is still open here: <https://deco-metho.eventbrite.co.uk/>

Eminent scholars will explore the topic of decolonial research methods in a new NCRM webinar series.

The six-part series aims to prompt researchers to reflect on the ways in which academic research may either reinforce or dislodge colonial discourses.

The webinars, which are free and open to anyone who would like to attend, will take place weekly between 26 October 2021 and 7 December 2021.

The six speakers are:

Professor Vineeta Sinha, National University of Singapore

26 October (16:00 SGT, 09:00 BST)

Professor Linda T. Smith, Te Whare Wānanga o Awanuiārangi

2 November (14:00 SGT, 06:00 GMT)

Professor Raewyn Connell, University of Sydney

9 November (15:00 SGT, 07:00 GMT)

Professor Walter Mignolo, Duke University

23 November (22:00 SGT, 14:00 GMT)

Professor Sujata Patel, Umeå University

30 November (16:00 SGT, 08:00 GMT)

Professor Jeong-Eun Rhee, Long Island University, Post

7 December (20:00 SGT, 12:00 GMT)



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Register for the webinar series here: <https://deco-metho.eventbrite.co.uk>

Webinar series

**Decolonial Research
Methods: Resisting
Coloniality in Academic
Knowledge Production**

To register:
<https://deco-metho.eventbrite.co.uk>



Hosted by
Leon Moosavi



Vineeta Sinha
26 October
16:00 (SGT)



Linda T. Smith
2 November
14:00 (SGT)



Raewyn Connell
9 November
15:00 (SGT)



Walter Mignolo
23 November
22:00 (SGT)



Sujata Patel
30 November
16:00 (SGT)



Jeong-Eun Rhee
7 December
20:00 (SGT)

5) POSITION ANNOUNCEMENT

Two faculty positions – Open Rank – Tenured/Tenure Track – Bilingualism

Position Description:

The University of Texas at El Paso (UTEP) invites applications and nominations for two open-rank (assistant, associate, or full professor) faculty positions. Successful candidates will have a commitment to research and teaching in empirical approaches to bilingualism, language acquisition, and/or bilingual education. The candidates should have the potential to lead new research initiatives with external funding. Applicants at the associate and full level should have nationally/internationally recognized scholarship in the related areas. Positions may be in any department or program of the University and may be jointly appointed or affiliated with multiple departments. Responsibilities for these faculty appointments include maintaining an active research portfolio in bilingualism, graduate and undergraduate teaching, oversight of student research projects, professional and scholarly activities in the area of expertise, and service to the university and community. These positions are tenured/tenure-track, 9-month faculty appointments with anticipated start dates of fall 2022.

The University aspires to become a national leader in research and teaching in bilingualism, bilingual education, and second language learning, as outlined in the recently developed 2030 UTEP Strategic Plan. There is an existing cluster of faculties with expertise in bilingualism research at UTEP across three colleges and at least six departments/programs, including Psychology, Linguistics, Speech-Language Pathology, Rehabilitation Science, Sociology and Anthropology, and



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Teacher Education. Faculty have a history of collaborating across departments in grant writing and research.

UTEP's location directly on the U.S.-Mexico border offers unique opportunities for research and teaching in this domain. This region has a rich distribution of language fluency and preference, with a majority of Spanish-English bilingual people, as well as English-speaking and Spanish-speaking monolingual populations. The local setting offers a living laboratory for research with a range of socio-economic status and language use contexts.

About The University of Texas at El Paso:

The University of Texas at El Paso (UTEP) is America's leading Hispanic-serving university. Located at the westernmost tip of Texas, where three states and two countries converge along the Rio Grande. UTEP is a comprehensive public research university that is increasing access to excellent higher education. We advance discovery of public value and positively impact the health, culture, education, and economy of the community we serve. With more than \$108 million in total annual research expenditures, the University is ranked among the top 5% of colleges and universities in research and fifth in Texas for federal research expenditures at public universities. It is one of only 28 institutions in the U.S. and three in Texas to hold both R1 research and community engagement distinctions from the Carnegie Foundation. UTEP enrolls approximately 25,000 students and more than 80% identify as Hispanic. UTEP, students have access to 168 bachelor's, master's and doctoral degree programs. The university employs approximately 4,000 faculty, staff and students. It has one of the lowest out-of-pocket costs of any research university in the U.S., underscoring its commitment to providing access to an exceptional education. Almost 25% of graduates from the lowest-income quartile reach the top income quintile, placing UTEP in the top 10 universities in American for social mobility.

Required Qualifications:

Applicants must demonstrate excellence and leadership in research and education commensurate with rank and must hold an earned doctorate in areas relevant to this call. In particular, the candidate should have the potential to secure federally funded research in the science of bilingualism, language acquisition, or bilingual education. The candidate should demonstrate a commitment to effectively work with and engage a diverse student body.

Application Instructions:

Review of applications will begin **November 30, 2021** and applications will be accepted until the positions are filled. Candidates must submit the following: 1) letter of interest addressing how candidate meets the required qualifications; 2) curriculum vitae; 3) copies of up to three publications related to research in the applicable fields; 4) statement on the candidates experience advancing issues of equity, diversity, and inclusive excellence, and 5) contact information for at least three references.



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Nominations and inquiries should be forwarded to:

Vmfraire2@utep.edu

To apply, please visit <https://www.utep.edu/employment>

Academic rank and salary are commensurate with experience and record of research, teaching, and service. Hiring decisions are contingent upon budget approval.

In keeping with its Access and Excellence mission, The University of Texas at El Paso is committed to an open, diverse, and inclusive learning and working environment that honors the talents, respects the differences, and nurtures the growth and development of all. We seek to attract faculty and staff who share our commitment.

The University of Texas at El Paso is an Equal Opportunity/Affirmative Action employer. The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, genetic information, veteran status, sexual orientation, or gender identity in employment or the provision of services in accordance with state and federal law. Discrimination on the basis of sex includes an employee's or prospective employee's right to be free from sexual harassment under Title IX of the Higher Education Amendments of 1972.



AUTHORS' ROYALTIES

About secondary authorship rights

by Stéphanie Cassilde

Once upon a time, I had the opportunity to discuss with a professional editor outside the academic world. This occurred while finalizing the book *Construire avec les naufragés* (2020). She made me aware about:

- The implicit assumption that as a (French) researcher I was socialized as not being paid to be read.
- The explicit assumption that as a (French) researcher I should already be happy to be published, all the more in English.
- My abyssal lack of knowledge about authorship rights as a researcher (except open access).

Concretely, I signed several publishing contracts abandoning my primary authorship rights assuming this was the standard and even not trying to ask for a change, negotiating royalties. From now on, when the publication is not open access, I try to at least ask the question and see which the possibilities are.

I also discovered secondary authorship rights, which can NOT be transferred to a third party. In France and Belgium, money is collected from libraries, copy shop, etc. i.e. where texts can be read and/or duplicated/printed. Of course, one does not know what was read / duplicated / printed. Thus, the overall money collected is then allocated among DECLARED authors for these secondary rights. Thus, I started to register to a society of authors (I chose the Société Civile des Auteurs Multimédia, i.e. Civil Society of Multimedia Authors [SCAM: <https://www.scam.be/fr/>], but other are available too), including the declaration of my publications.

Following these declarations, the first time I received a couple of euros was an internal symbolic change: I can receive money for what I am writing as a researcher. The goal may not be this one – the amount was low – but symbolically, this is a modification of the implicit assumption I was socialized with. A door was open to approach in a different way other implicit assumption when learning what goes with the occupation as a researcher. Also, beyond royalties, such organization offers support to authors (law, contract, creation, etc.). Considering myself as an author, because as research I am writing, changed some internal representations: being a researcher is composed of several occupations gathered in a single one, and seeing the various parts separately was enlightening and supportive to me.

Sharing this story, my naivety, and the SCAM related information, I am interesting also to learn more about the royalties' contexts in the countries where RC25 members are living: may you share your own experience to empower the whole membership about this topic? Looking forward to reading your insights.



Author of the artwork : Stéphanie Cassilde



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VARIA

Discount code for Celine-Marie Pascale's new book *Living on the Edge*
Living on the Edge (politybooks.com)

Below is the discount code for the book which gives members 20% off the paperback edition of the book when purchased via the Polity Website.

LOE01