

KEY NOTE ADDRESSES for Warsaw 2019

Looking forward to assisting to the Opening Keynote



Prof. Celine-Marie Pascale is one of the leading scholars in the field of language and society. Prof. Pascale examines struggles to control meaning that drive, normalize, and contest systemic inequalities. She is the author of 30 articles and is working on her fourth book, *The Struggling Class: Dignity, Danger and Hope*. CM. Pascale scholarship has been recognized with book awards from the American Sociological Association Section on Race, Gender, and Class as well as from the International Congress of Qualitative Inquiry. Her third book, *Social Inequality & The Politics of Representation* is an edited collection that has been described as a field-defining collection of international scholarship. She is a professor of sociology at American University in Washington, D.C.

Key note address by Celine-Marie Pascale

The Weaponization of Language

The modus operandi of far-right political groups is crafted through strategic and systematic relationships between symbolic and material forms of violence. This presentation considers some of the discursive strategies currently deployed by rising far-right movements around the globe. In particular it examines the weaponization of language— the rapid acceleration of signifying practices that lay the essential cornerstones of material violence. Authoritarian governments weaponize language to expand and consolidate far-right politics by amplifying resentments, targeting scapegoats, and legitimizing injustice. This presentation focuses on four interlocking components of weaponized language: propaganda, disinformation, censorship, and mundane discourse. It concludes by considering the unique intellectual space of sociology at this historical moment. In particular it suggests strategies to address the communicative and social chaos created by right-wing discursive tactics.

KEY NOTE SPEAKERS IN ALPHABETICAL ORDER



Prof. Jean-Louis Arcand, PhD, Chair of the Department of International Economics at the Graduate Institute of International and Development Studies in Geneva, founding Fellow of the European Union Development Network (EUDN), Senior Fellow at the Fondation pour les études et recherches en développement international (FERDI), and Visiting Professor at the Hanqing Advanced Institute of Economics and Finance at Renmin University of China in Beijing.

Research interests: microeconomics of development, with a current focus on impact evaluations in Africa and the political economy of China.

He consults for the World Bank, the FAO, the UNDP, the WHO, the Gates Foundation and several national governments.

Key note address by Prof. Jean-Louis Arcand

Automated Interpretation of Political and Economic Policy Documents: Machine Learning using Semantic and Syntactic Information

We develop a general understanding of how state agencies' policy announcements are interpreted by taking streams of policy announcements and interpretations, annotating (coding) the interpretations by hand, then using machine learning (ML) and natural language processing (NLP) techniques to develop a model which generates annotations from announcements. Our initial policy announcement case corresponds to monetary policy made by the US Federal Reserve. We use streams of journalistic accounts in ideologically different newspapers (the New York Times and the Wall Street Journal); and annotate the journalistic accounts in terms of attributed motives, conditional predictions, and other ways in which interpreters typically gloss policy announcements. We then use ML techniques to develop and train deep learning models of textual entailment and inference which use syntactic and semantic (both in general and for specific domains) information in the announcement texts to map from announcements to annotations. The work brings together expert knowledge on political science and economics (particularly domain-specific knowledge about monetary policy) with methodological skills and expertise in computational linguistics; it involves disparate tasks ranging from collecting archival materials through to the development and application of textual annotation schema and the development of computational models of textual entailment.



Erzsébet (Zsazsa) Barát, PhD, Associate Professor, English Department, University of Szeged and Department of Gender Studies, CEU Budapest; Director of TNT, Gender Studies Research Group, University of Szeged.

Research interest: critical studies of discourse with a focus on discursive articulation of identity, language ideologies, hate speech, social theory of meaning and ideology, the intersection of feminist and queer theory, lavender linguistics.

Key note address by Prof. Erzsébet (Zsazsa) Barát

Reiteration of hate-speech as mundane daily practice in Hungary through the administrative ban on Gender Studies

In my talk I study the relationship between language and power through the analysis of the rhetoric of fear articulated by the Hungarian Government's right-wing populist discourse in relation to its unprecedented decision to revoke the MA in Gender Studies in October 2018. I will situate the coercive ban at the intersection of multiple strategies of exclusion and show that they are converging around the trope of 'György Soros'. The act of personification is an act of scapegoating structuring the routine practice of hate speech blaming anything presented as threat to Hungary and the 'nation' on 'Soros'. The politics of fear is to legitimate not only the particular forms of linguistically mediated violence to eliminate 'him' and whatever is associated with his figure but the common sense practice of hate-speech itself. I shall point out how they are centred within three main narratives that are pulled together through this trope that functions as an empty signifier – in Laclau's sense of the term. I shall show that the discreditation of 'gender' as a term of mere ideology and not a concept of science turns out to be an effective choice through multiple chains of associations with the targets in the centre of the other scapegoating narratives. In the broader methodological frame, I shall also argue that a critical analysis that aims at exploring the multiplicity of discourses that are integral to practices of meaning requires the deconstruction of the multiple constituent elements rendered into a coherent pattern through an intersectional approach.

Federico Farini, PhD & Angela Scollan

Federico Farini, PhD is Senior Lecturer in Sociology at the University of Northampton where he leads Postgraduate programmes in Public Sociology the Horizon 2020 Project Child-UP. From 2015 to 2017 he worked as Senior Lecturer in Sociology of Early Childhood at the University of Suffolk. While working as a Lecturer in Education at Middlesex University he was a founding member of the Centre for Educational Research and Scholarship (2014) and the London Equality in Education Research Network (2015). He received a PhD in Sociology of Intercultural Relations from the University of Modena and Reggio Emilia, where he worked as a researcher in Sociology. Federico has published numerous books, chapters, articles and edited books in Italian, English and Slovenian language.



and



Angela Scollan is a Senior Lecturer in Early Childhood Studies and Education Studies at Middlesex University. Previously, she has worked as a Manager and Foundation Degree Coordinator in a Further Education College. In 2010, Angela opened her own training company, 'Emerald Early Years and Education', offering bespoke training and CPD to promote high-quality, sustainable, and reflective early years leadership and provision. Since the early 1990s, Angela has worked directly with and for children positioning her practice within a transdisciplinary approach and as a rights-based advocate. Her teaching philosophy, research and writing focus on the child first. Angela has recently completed the EU Erasmus+ project, 'SHARMED', observing how facilitation and the use of digital resources encourage shared memories and dialogue in 48 schools in Italy, Germany and England.

primary and secondary

Joint key note address by Dr. Federico Farini and Angela Scollan

Children's rights at the crossroads between diverging discourses. Case Studies from the English debate in and on education

This year marks the thirtieth anniversary of the declaration of the United Nation Convention on the Right of the Child (UNCRC). Such landmarking political act has been hailed as a victory for the children's rights movement, but also heavily criticized from its early days.

The UNCRC is criticized for overemphasizing children's liberties and self-determination, undermining adults' rights to protect and educate children; at the same time, from an opposite position, others criticize the UNCRC, and the moral crusades to save 'the world's children', for consolidating disciplinary strategies, based on authoritarian types of knowledge that guide understandings of what is to be a child and what childhood should be like, in line with the Western liberal tradition originated in the eighteenth century. It is suggested that the ongoing sociological, pedagogical and political debate around the nature of children's rights and intergenerational relationships lends itself as an example of the problematic coexistence of contrasting discourses on childhood and education. These discourses underpin the language of legislation, policy-making, education, healthcare, social services. Diverging concepts of power, rights, justice concerning intergenerational and intercultural relations are expressed on the many languages on childhood. This presentation combines sociological human rights studies with a socio-constructivist interest in the discursive construction of children's rights. As a case study, the discourse at the intersection between childhood and social class within the English education system will be analysed. Since the 1980s, the hegemonic discourse on the relationship between educational achievement and social class links low socio-economic status to the expectation of children's deficit in socialisation that must be tackled using pedagogical techniques. The presentation argues that a 'deficit discourse' prioritises the educational manufacture of 'the good citizen of the future' against the acknowledgement of the lived reality of many children in the present, devaluing their cultural capital, silencing their voices and ultimately undermining their rights to self-determination. On conclusion of the presentation, it is argued that a change in the hegemonic discourse on children from poorer backgrounds transforming them from passive users of educational interventions to active contributors to their own education is possible. The presentation will introduce educational practices in English schools that are based on the concept of 'enabling environments' to value children's uniqueness and voices, providing opportunities and experiences for the child that are responsive to their individual needs whilst acknowledging their status of citizens in the present.



Urszula Markowska-Manista, PhD, Field Researcher, Assistant Professor at the University of Warsaw, Faculty of Education and Program Director of MA Childhood Studies and Children's Rights, University of Applied Sciences in Potsdam, member of Childhood and Youth Studies Research Group, Moray House School of Education, University of Edinburgh. She researches, publishes and teaches extensively on topics related to Childhood Studies through postcolonial perspective, participatory approaches to research, Children's Rights and Education in pre-dysfunctional contexts and culturally diversified environments.

Key note address by Dr. Urszula Markowska-Manista

Indigenous human children's rights in research discourses of the Global South and Global North.
The right to be properly researched

In my lecture I would like to outline the challenges and dilemmas connected with conducting research on children with/out children in their spaces and places of living. I will refer to research that should be ethical, non-discriminatory, based on the principles of social justice, non-hierarchical relations and non-adultist (Liebel 2017). I will refer to indigenous methodologies and the concept of ethical symmetry in the context of a critical approach to place (ethics of the place and relations in research) in childhood and children's rights studies through postcolonial perspective. Drawing particular attention to the right to be properly researched as proposed by J.Ennew and her co-researchers, I will outline the principles of participatory research, oriented towards children and their safety through a long-term perspective that considers threats and limitations of children's participatory involvement in the research process. I will also address ethical dilemmas in research whose methodological approaches and concepts were designed in a different, foreign socio-cultural context and can thus interfere in the life and functioning of communities in which the studies are conducted, including a negative impact on children's social situation in the future (Markowska-Manista 2018). The presentation fits into the field of postcolonial and children's rights studies drawing on the output of both of these thematic areas as well as interdisciplinary approaches to ethical research. The lecture is based on my field research in the Global South and Global North as well as desk research in the area of interdisciplinary childhood and children's rights studies.



Kamalini Mukherjee, PhD, Sociology at School of Social Sciences, Jawaharlal Nehru University, New Delhi. Independent Researcher, working in areas of alternative gender & sexuality, counterculture, subaltern perspectives & governmentality.

Research interests: exclusion, identity, psychosocial development, and queer theories.

Key note address by Dr. Kamalini Mukherjee

Exploring the subversive Indian: Sexual dissidence and the “Queer” in Indian popular culture

I will engage with language, discourse and the cultural tropes existing around the notions of gender, sex, sexuality and its alternatives within the Indian context, specifically to locate and explore the “subversive” expressions. The influences and interpretations will be based in a broader doctoral research, wherein personal narratives of “queer” individuals provide the qualitative basis for the projected discourse. The principal objective is to explore the conceptual space the “queer” identity locates itself in, and thereby the cultural outlets of its expression. The context of the entire engagement is positioned in a reexamination of the Indian cultural scope today, as a methodological approach to study the “queer” category in a postcolonial dialog.



Chinyere Lilian Okam, PhD, is a full-time Lecturer at the Department of Theatre, Film and Carnival Studies. Faculty of Arts and Humanities, University of Calabar, Cross River State, Nigeria.

Editor, Ndunode: Calabar Journal of the Humanities. An active member of the Society of Nigerian Theatre Artists (SONTA) and ASSITEJ-Nigeria.

Research interest: Participatory and Development Communication, Critical Pedagogy, and liberative discourses on women and children. Recently developed interest in social pedagogy as a complementary field to her main methodology which is using theatre in the area of development.

Key note address by Dr. Chinyere Lilian Okam

Methodological Conversation: Theatre for Development in Gender and Children's Equality Rights Discourse

The marginalization of African woman by patriarchal structures dates back ages. More recently abuse of children and women has been on the increase in Nigeria. Victims have become what Frantz Fanon would have called the "Wretched of The Earth". They seem helpless because of the complexity of the issues when insiders in families become involved in the denial and abuse syndrome. In Nigeria NGOs, CBOs and Government Agencies like the National Orientation Agencies (NOA) have joined efforts with the UN to tackle the issues of gender based marginalization and children's rights, though the result have not yet blown fully. This presentation implores the concept of Methodological Conversation in addressing gender and child's rights issues. Methodological Conversation in research is a symbiotic approach which combines Social Science and Humanities approaches in information gathering, analysis and development of action strategies. Theatre for Development is an embodiment of this methodology, which reinforces the symbiotic action to produce further enlightenment, 'conscientization' and action for change involving all gatekeepers, oppressed and oppressors. Together they address conservatively and liberally the many issues affecting women and children through the instrumentality of Theatre for Development. Central to this approach is the agency of language and discourse which serves to underscore the binary of power and marginality on the one hand, and the interrogation of the binary in order to mediate social transformation for equity, on the other. Drawing upon case studies, this paper illustrates the significance of Theatre for Development in the unpacking and interrogations of socio-cultural assumptions that perpetuate the marginalization and abuse of women and children in Nigeria. It concludes that the mediation of Theatre for Development finds some of its finest expressions in language and discourse, as illustrated in the discussed cases.



Viviane Resende, PhD, Professor at the Linguistics Department of the University of Brasilia, Co-Director of the Advanced Multidisciplinary Studies Centre, Coordinator of the Language and Society Studies Centre.

Research interest: critical discourse studies, discourse theory, media representation of homelessness, hate speech.

Key note address by Prof. Viviane de Melo Resende

Metaphors in the representation of public policies aimed at the homeless population in online journalism – the case of Folha de S. Paulo

In this conference I present results of a project that, in the context of critical discourse studies (van Dijk, 2009, Fairclough, 2010, Vieira and Resende, 2016) and the interdiscursive analysis of public policies (Resende, 2018, Fischer, 2016), focused on representations in online journalism regarding public policies aimed at the homeless population. The research project "Representation of public policies for the homeless population as territory management: spatial metaphors in Folha de S. Paulo" (CAPES 88881.172032 / 2018-01) was developed at the Pompeu Fabra University, Spain, throughout 2018. Considering the main newspaper of the city of São Paulo, in its digital platform, we have compiled a comprehensive corpus of news about homelessness published in a period of three years. The choice to specifically address data from Folha de S. Paulo is justified because it is the city with the largest homeless population in Brazil. Also because our previous study has shown that this is the vehicle, among those studied, that publishes more news related to territorial issues, which we are our focus of interest to investigate via the discursive category of metaphor (Charteris-Black, 2004). The paper responds specifically to the objective of investigating, in a corpus of 105 texts on public policies directed to the homeless population analyzed through a QDA software, the patterns of metaphorical representation of public policies addressed to the homeless population in these journalistic texts.



Prof. Darrick Smith, PhD, Educational Leadership at the University of San Francisco, Co-Director of the School of Education's new Transformative School Leadership (TSL) program.

Research interest: culturally responsive discipline practices; critical pedagogy; transformative school leadership, social justice schooling.

Key note address by Prof. Darrick Smith

A Discourse of the Quasi-Safe in American Schools

"School Safety" is a key phrase in an ongoing, popular discourse in the United States that has gained popularity and monetary momentum since the Columbine High School shootings of 1999. As media coverage of school shootings have continued over the last two decades, parents, educators, politicians and scholars have joined policy and philanthropic organizations to shift resources toward the prevention of bullying and the improvement of school safety and security measures. This talk will articulate the ways in which, despite an increased industry-wide focus on examining approaches to school discipline and safety, the realities of in-school violence and racially disproportionate outcomes persist and often go under-addressed in discourses involving both policy and practice. Such a dynamic challenges the meaning of "safety" in schools and relegates the discourse as quasi-safe as marginalized populations and their most pressing issues are rendered invisible and neglected.



Prof. Kathleen Tacelosky, PhD, Linguistics, University of Texas at Arlington, Professor of Spanish at Lebanon Valley College, Pennsylvania, U.S.A and Researcher, Secretariat of Education, Zacatecas, Mexico

Prof. Tacelosky, two-time recipient of Fulbright Scholar grants, researches the language of education in the transnational context and return migration and education in Mexico and the United States.

Key note address by Prof. Kathleen Tacelosky

Education and Language in an Age of Globalization

Education in an age of globalization means considering the linguistic realities associated with migration. When parents go (back) to their countries of origin (return migration), their children are often faced with the challenge of adapting to school in a language they used solely in the domain of home. For example, children of Polish parents who have spent years in Ukraine must adapt to academic endeavors in Polish. Such a transition can put a strain on children, who, will most likely, encounter difficulties, as well as on schools, which are often unprepared to accommodate linguistic and other needs.

Full list of Key note addresses, conference presentations, distributed papers and posters will be published on the Conference Website

Session Chairs

Prof. Barbara Pasamonik, sociologist, associated professor in the Institute of Philosophy and Sociology, The Maria Grzegorzewska University in Warsaw. Author of books: *The Personal Identity. Paradoxes of Philosophical Anthropology* Theilhard de Chardin (in Polish, NOMOS 1999), *Gendered Muslim Integration in Europe* (in Polish, NOMOS 2013).

Research interest: collective identities in the age of multiculturalism and globalization, gender perspective in migration processes, European Islam: multiculturalism, integration, and culture conflicts.



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Prof. Danuta Uryga, Chair of Educational Policy at the Maria Grzegorzewska University, Head of doctoral studies (Faculty of Educational Studies), editorial member of the quarterly “Social Pedagogy”.

Research interest: parental (educational, socio-political) grass-root activity, community school, school democracy (school councils).

Mariusz Baranowski, PhD, Assistant Professor, Adam Mickiewicz University in Poznan. Chairman of the Sociological Committee of the Poznan Society of Friends of Arts and Sciences (est. 1857), and member of Committee on Education Studies of the Polish Academy of Sciences. Chief Editor - Society Register.

Research interests: politicized discourses, control and social exclusion mechanisms, welfare state, social inequalities, social consequences of information and communication technologies, social welfare and quality of life, class dimension of social relations.



Marta Kotarba, PhD, graduated from the Faculty of Education of the Warsaw University (Poland), pedagogue, academic teacher and psychotherapist in private practice.

Research interest: development of plurilingual competence in children, supporting spontaneous use of a foreign language during the classes organized in kindergarten and school, the role of boundary experience in own development, early childhood traumas and their impact on adult life.



Anna Perkowska-Klejman, PhD, Social Pedagogy Department, Maria Grzegorzewska University. Field researcher, lecturer, experienced school councillor. Scientific Secretary for Social Pedagogy quarterly journal. Research interests: reflexive judgement, reflexivity in higher education, critical thinking, schools and educational systems, social factors in education.

Basia Vucic, BSc (Hons), BEd, MA Int.Dev.

PhD researcher at the Institute of Education, UCL (London);

Board member of the International Korczak Association

Research Interests:

Janusz Korczak; Philosophy of Education; Child Rights & Childhood Studies; Early Childhood

Political Theory (Democracy & Citizenship); International Development



Aleksandra Gajda, PhD,

Educator, creativity trainer and quantitative and qualitative researcher. Currently she conducts research on equality education, stereotypical gender roles in education, the phenomenon of stereotype threat in a educational setting and factors that can reduce it.

Tinka Schubert earned her PhD in Sociology with the first dissertation to tackle gender violence prevention in Spanish universities, focusing specifically on the communicative acts between members from the university community to distinguish those acts of communication that enhance or prevent violence. As Juan de la Cierva Postdoctoral research fellow, she collaborated in competitive research projects such as "Linguistic competences in the digital age: The improvement of productivity and labor employability" coordinated by Amado Alarcón. Tinka Schubert has participated as active member at conferences such as the ISA, ESA and CIMIE presenting papers, organizing sessions and chairing the Gender section. She is Editor of the International and Multidisciplinary Journal of Social Sciences.



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If you are a Doctoral Candidate/ PhD student and would like to join us please see the following Call for Posters



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Language and Society. Research Advances in Social Sciences International Conference of RC25 ISA
Warsaw 26-27th September 2019.

We accept posters from PhD students/Doctoral candidates for the Poster Session.

Please send your poster (in good resolution) as a PDF file by the 30th June 2019

to: acoates@aps.edu.pl

Email should be entitled - POSTER SESSION -

The poster should reflect the theme of the Conference, it should be easy to read. The aim, methods and results should be clear and concise. Photographs and other graphics incorporated into your poster are welcome (copy rights violations are forbidden).

If the poster is accepted for presentation it will be printed in A3 format and displayed during the conference.

There will be a poster session during the conference where you will be able to present your poster in person.

Acceptance of the poster will be confirmed within 2 weeks of submission by email.