



Newsletter

Editor

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From the Editor

Warm greetings to Members and the Board of RC04. I trust you are keeping well.

The XX ISA World Congress of Sociology was held in Melbourne, Australia, from 25 June 2023 to 1 July 2023. On behalf of the RC04, we would like to thank the ISA, Confex and the Australian Sociology Association (TASA) for the excellent organisation. It was great to re-connect with colleagues. We congratulate Geoffrey Pleyers, the newly elected President of the ISA and his executive team and thank the outgoing President, Sari Hanafi for his leadership at a very challenging time during the period of COVID-19. More information can be found at the ISA website at <https://www.isa-sociology.org>. Equally, we congratulate the newly elected Board Members of the RC04, Anita Cecilia Hirsch Adler (Vice President [VP] for North America, Karina Maldonado-Mariscal (VP for Europe) and Joanna Sikora (VP for Oceania) and we thank the outgoing VPs for their contribution and support.

In line with the **Congress Theme: Resurgent Authoritarianism: Sociology of New Entanglements of Religions, Politics and Economies**, RC04 had a successful program. We sincerely thank the session organisers and chairs for contributing to the success of the RC04 program.

One midterm conference was held in 2023. More detail is available on Page 4.

Welcome to new members and congratulations to those who have achieved.

We wish to welcome new members to the RC04 and look forward to your participation. Likewise, the RC04 commits to respond to your needs as well.

On pages 5 to 11, the *Newsletter's* section on **Global Exchange** provides useful and relevant information on publications, recently published journal articles, research and other announcements. Members are encouraged to submit 100-150 word synopses of their ongoing or planned research as a way of exchanging ideas and fostering collaboration for inclusion in the RC04 Newsletter. Members are also encouraged to make full use of this channel of communication and further enhance the activities of the RC04.

The RC04 statuses and board members can be found on page 12.

On behalf of the President and the Board, I wish to thank members of the RC04 for their continued involvement and active participation.

We look forward to your valuable contribution and support.

Shaheeda Essack
Secretary, RC04
31 July 2023

From the President

Dear Colleagues,

Elections for a new RC04 Board have been held during a business meeting at the XX World Congress of Sociology which was held in Melbourne, Australia on Tuesday, 27th of June. Our re-elected Secretary Shaheeda Essack will update you on the new board members that will serve from 2023 until the next Sociology Congress in 2027.



I would like to offer to all new and old members my best wishes for a successful term that for most of the board members will be their last. Let us all try to encourage the recruitment of new members in our Research Committee, young sociologists with a passion for all topics relating to the social dimensions of education, who aspire to contribute to a global dialogue on these issues.

The XX World Congress of Sociology in Melbourne gave the opportunity to many of us to meet again after many years to renew long standing friendships and to make new ones. There was a mixed reaction concerning the hybrid mode of the conference. For some who could not travel for various reasons it was their only opportunity to participate online in a great international event. For others who attended in person it was sometimes a bit disappointing when on occasions they attended almost empty rooms because most of the presentations were either online or pre-recorded. I am sure that the new ISA leadership which was elected in Melbourne will examine the matter in depth and come up with a more balanced approach in future events. Regarding the local organization my impression was that it was excellent in all respects, technical, support, social, etc.

Best regards to each of you and I hope to see many of you in the next ISA Forum which will be announced soon.

Marios Vryonides,
RC04 President
m.vryonides@euc.ac.cy
July 2023

Issues to be Noted from the XX ISA World Congress of Sociology

XX ISA World Congress of Sociology

Theme: Resurgent Authoritarianism: The Sociology of New Entanglements of Religions, Politics, and Economies

Venue: Melbourne, Australia, Melbourne Exhibition and Convention Centre

Dates: 25 June 2023 to 1 July 2023

To echo the President's views, the organisation of the Conference was excellent.

RC04 had a successful program, with **26** sessions, **+197** papers [**+145** regular papers and **+52** in joint sessions], presented both in-person and virtually, as per the Program Book. A copy of the RC04 proceedings as well as the Congress statistics 2023 is attached at **Annexure A** (16 pages). We sincerely thank the session organisers and chairs for contributing to the success of the RC04 program.

Detailed information such as the Book of Abstracts can be found on the website at <https://www.isa-sociology.org/en/conferences/world-congress/melbourne-2023>.

Once again, we thank the session organisers and chairs for contributing to the success of the RC04 program.

Feedback on Midterm Conferences Held in 2023

On 5-7 July 2023, SASA held its 28th Annual Congress hosted by the University of Zululand, Main Campus, KwaDlangezwa, KwaZulu-Natal, South Africa. The conference theme was: **'Sociologies from the Global South and Beyond: Teaching, Learning, Research and Social Engagement...**The Higher Education and Sciences Research Group of SASA, under the chairmanship of Professor David Cooper, in association with the RC04 held 4 sessions with the following themes:

- ❖ **Artificial Intelligence and Pedagogy in Higher Education**
- ❖ **Decolonizing Sociology**
- ❖ **Pedagogy and Empowerment**
- ❖ **The Transformation of Universities: Curriculum and Purpose**

We thank both SASA and the working groups for making this collaborative effort possible. We also encourage other members to organise midterm conferences and seminars in their region with the approval of the relevant VP in the region.

Future Midterm Conferences Scheduled for 2023/2024

The following midterm conferences are scheduled:

❖ **International Conference and the 30th Taiwan Forum on Sociology of Education**

Country: Taiwan

Organizer: Taiwan Association of Sociology of Education, TASE <https://www.tase.url.tw/en>

Theme: Resilience, Sustainability, and educational governance

Focus: The 2024 International Conference and the 30th Taiwan Forum on Sociology of Education focus on the issues of resilience, sustainability, and educational governance related to the following sub-theme but not limited to:

- **Education for Resilience:** Creating a better education system. Enhancing the resilience of education systems, education personnel and learners.

- **Education for Sustainability:** Making a continuous future. Integrating and applying the idea of sustainable development goals in the education fields.

- **Educational governance:** Developing a network of multiple values. Reconnecting the educational crisis from the wars, epidemic and inequality.

To be up for the challenges from COVID-19 and regional wars, TASE chooses resilience, sustainability, and educational governance as the main formula for the 2024 conference that to be held in Puli, Taiwan.

Date: May 24-25, 2024

Venue: National Chi Nan University, Taiwan

Conference organizer: Lian, Tzu-Hui, thlian@ncnu.edu.tw, +886-49-2910960 ext.2284

Mailing Address: College of Education, National Chi Nan University, No. 1, University Rd., Puli Township, Nantou County, Taiwan.

Website: The official website of Conference will be available before November 1, 2023, on TASE.

❖ **RC04 in Collaboration with the Higher Education and Sciences Studies Group of SASA in 2024**

Details will be announced when available.

Global Exchange

This is the twelfth issue of the Newsletter column entitled Global Exchange. This initiative from the previous editor of the RC04 newsletter is very important because it is a forum to exchange current or pending research projects and seek suggestions, ideas for future directions, as well as possible collaboration with other RC04 members. The abstracts of approximately 100-150 words should be sent to the editor by e-mail for inclusion in future issues of the Newsletter. In this regard, please consider submitting a description of your project to the editor for inclusion in future issues of the Newsletter. It is hoped that RC04 members will contact the researchers whose projects are listed below with suggestions, commentary, and even offers to collaborate or share reports and publications. Submissions to Global Exchange should be sent to Essack.S@dhet.gov.za.

This section also includes requests for participation in projects, submissions and other related issues.

The following information was received from members:

❖ Received from Lawrence Saha and Hamed Hosseini

- 📖 Hosseini, A. Hamed, Saha, Lawrence J. and Adamczyk, Elizabeth (2022) **Right-wing Populism in a Global Perspective: The Necessity for an Integrative Theory**. In R. Baikady, S. M. Sajid, V. Nadesan, J. Przeperski, I. Rezaul & J.Gao (Eds.), *The Palgrave Handbook of Global Social Change* (pp. 1-24). Cham: Springer International Publishing DOI: [10.1007/978-3-030-87624-1_7-1](https://doi.org/10.1007/978-3-030-87624-1_7-1)

❖ Received from Ana Inés Heras

- 📖 <https://www.taylorfrancis.com/books/mono/10.4324/9781003345015/creating-third-spaces-learning-post-capitalism-gary-anderson-dipti-desai-ana-in%C3%A9s-heras-carol-anne-spreen>
- 📖 "Co-constructing opportunities for learning with displaced children and families" is the title of the article written by Ana Inés Heras and Silvia Corral, in the book "International Perspectives on Literacies, Diversities and Opportunities for Learning. Critical Conversations", edited by Cynthia Brock, Beryl Exley and Lester-Irabinna Rigney by ROUTLEDGE, and released last June 2022.

❖ Received from Analia Ines Meo

- 📖 Meo, A. I., Chervin, M. y Encinas, L. (2023) "Esta computadora vino a hacer un trabajo": un análisis socio-material de la puesta en acto de políticas de innovación en una escuela técnica en la Ciudad Autónoma de Buenos Aires, Argentina". Archivos Analíticos de Políticas Educativas / Educational Policy Analysis Archives, 31 <https://dialnet.unirioja.es/servlet/articulo?codigo=8822620>

Title in English: "This computer has come to do a job": A socio-material analysis of the policy enactment of innovative policies in a technical school in the City of Buenos Aires, Argentina

Abstract: This article uses actor network theory as a productive language to examine policies of educational innovation as effects of actions carried out by socio-material associations. It identifies, describes, and analyses actions performed by human and non-human actants that altered key aspects of education in a technical secondary school in the Autonomous City of Buenos Aires, at the end of the 1990s and beginning of the 2000s. The sections transformed the workshop (el taller), which is a distinctive material and symbolic space of this type of secondary schooling. In so doing, human and non-human actors participated in struggles over the meaning of what a technical school and a good teacher should be. Following Ball (1993) and Fenwick & Edwards (2010), we describe material, pedagogic, and labour innovations in the workshop, and we trace the (non-anticipated) association amongst people, institutions, tools,

technologies, and perspectives that mobilize them. We examine evidence from a qualitative study that included participant observations, interviews to teachers, and documentary analysis. This piece contributes to the study of the educational policies examining not only practices and meanings, but also materiality and its performative effects—aspects overlooked by educational policy research in Argentina.

- 📌 Meo, A. I., Heras, A. I., Chervin, M. y Martínez Rubiano, A. (2022). "COVID-19 y trabajo docente: nuevas asociaciones socio-materiales en una escuela técnica de la Ciudad Autónoma de Buenos Aires – Argentina". *Pléyade. Revista de Humanidades y Ciencias sociales*, 30. <https://www.revistapleyade.cl/index.php/OJS/article/view/377>

Title in English: COVID-19 and teaching work: new socio-material associations in a technical school in the Autonomous City of Buenos Aires - Argentina.

Abstract: This article analyses the socio-material dimension of teachers' work during the COVID-19 pandemic in a technical school in the Autonomous City of Buenos Aires. Using Network Actor Theory, it critically describes how human and non-human actors (as is the case of educational digital platforms) deployed partnership strategies to sustain schooling during the period of pre-emptive and compulsory social isolation (ASPO) and pre-emptive and compulsory social distancing (DISPO) in 2020 and 2021. A methodological strategy was adopted that included, on the one hand, ethnographic stays in the school before the pandemic, and, on the other hand, the conduct of collaborative visual research and the use of digital research tools during school closure and the interrupted return to the classroom. The article contributes to the emerging field of critical studies on educational platforms, distancing itself from views that interpret technologies as mere tools or as capable of transforming social and pedagogical relations by their mere presence. It shows that certain associations failed and that others were able to stabilize, institutionalize and alter various aspects of teachers' work, thus deploying unanticipated educational innovations.

- 📌 Meo, A. I., Heras, A. I., y Chervin, M. (2023). Aportes de la teoría del actor red al estudio de las políticas educativas en Argentina. *Revista de Educación*, 28 (1). https://fh.mdp.edu.ar/revistas/index.php/r_educ/article/view/6791

Title in English: Contributions of the network actor theory to the study of educational policies in Argentina.

Abstract: This article argues that Actor Network Theory (ART) is a fertile analytical entry point for the study of educational policies that makes visible processes, practices and meanings that are not easily accessible from other conceptual perspectives. The ART proposes a sociology of associations of human and non-human actors to understand the social. It is a perspective little used in educational research in Argentina and Latin America. This paper characterizes this approach and illustrates its epistemic power by examining its contributions to the analysis of educational policies - identifying which aspects can be made visible. First, it presents its epistemological, theoretical and methodological assumptions and the centrality it gives to the

associations between human and non-human actors in order to understand the social. The second section characterizes our research in an "inclusive" technical high school, and the ways in which the ART allowed us to recognize the importance of a great variety of objects for the study of policy implementation. The third part illustrates its analytical productivity located based on characterizing and interrogating findings in two moments of our research, carried out in a university technical school in the Autonomous City of Buenos Aires.

❖ Received from Gabriela Grajales Garcia

📄 <https://sinergiaseducativas.mx/index.php/revista/article/view/409>

❖ Received from Jamie Lew

📄 Lew, J. (2022). "Refugees and claims-making in spaces of urban marginality: Syrian refugees build alliances across racial lines for collective action." *Journal of Ethnic and Migration Studies*([Externalhttps://doi.org/10.1080/1369183X.2022.2121270](https://doi.org/10.1080/1369183X.2022.2121270))

❖ Received from Joanna Sikora

📄 This open-access article by Joanna Sikora and Philip Roberts considers the uptake of upper secondary mathematics courses which is optional in New South Wales, one of Australia's jurisdictions. <https://link.springer.com/article/10.1007/s13384-023-00642-8>

The article demonstrates that first-generation migrants from linguistically diverse backgrounds take mathematics more often than Anglo-ancestry students. Among second-generation migrants, East and South Asians are most likely to take advanced mathematics courses, particularly when they speak their parents' language.

❖ Received from José Beltrán Llavador

📄 José Beltrán-Llavador (2023) A praxis of hope: lessons from the 'untested feasibility' for twenty-first century education, *Globalisation, Societies and Education*, DOI: 10.1080/14767724.2023.2209520, Paper.

Link:<https://www.tandfonline.com/eprint/YMFKUI52JWNQPK3W4K2J/full?target=10.1080/14767724.2023.2209520>

Abstract: This article offers a contemporary interpretation of the work of global educator, Paulo Freire, inspired by the concept of 'untested feasibility' which he first expounded in his work *Pedagogy of Hope*. Our purpose is to pay particular attention to some relevant lessons stemming from the imagination of what has so far been untested and yet is feasible, which Freire closely associates with his views on utopia. These lessons remain fully valid for education in the twenty-first century in a globalized world characterized by tensions and uncertainties. In this sense, these pages pay homage to Paulo Freire as global educator and respond to his willingness to revive and discuss his intellectual and human legacy in order to keep it alive. We share some reflections, inspired by Paulo Freire as a global educator, and his dialogues with other thinkers, so that, together, we may find encouragement for the kind of educational commitment that may contribute to improve the fate of the world. In short,

this is an invitation to the praxis of untested feasibility that may provide us with the resources that are needed to set out for a journey of hope

- 📖 Rafael Feito Alonso, Leopoldo Cabrera Rodríguez, José Beltrán Llavador (2022). The Sociology of Education in Spain. Chronology of an Era: 1990-2021. La sociología de la educación en España. Cronología de una época: 1990-2021. Revista de Sociología de la Educación (RASE) 2022, vol. 15, n.º1, 70-94. DOI: <https://doi.org/10.7203/RASE.15.1.22180> ISSN: 2605-1923

Link: <https://ojs.uv.es/index.php/RASE/article/view/22180>

Abstract: First Sociology of Education (SE) Conference was held in El Escorial (Madrid) back in 1990, bringing together a large group of teachers and researchers from many Spanish universities. These conferences have been followed by others over the last thirty-one years, either in the format of a Conference, or as a Meeting-Encounter of the Sociology of Education (SE) Research Committee within the triennial meetings of the Spanish Federation of Sociology (biennial from the Valencia Congress in 2019) or as International Conferences with SE Associations from Portugal (2015 in Lisbon and 2017 in Cordoba) and from Italy and France where teachers and researchers from other countries such as Brazil, Argentina, Chile, Mexico, etc. have also participated. Most of them come from Spanish, Portuguese, and Italian universities. Since 2015, the Spanish Federation of Sociology (FES) SE Research Committee (CISE-13) has been responsible for organising these open and international meetings, with a final meeting to be held online in October 2021. This article delves into the path followed, not only by pointing the meeting dates, resolutions and agreements and publications, but also by analysing the topics covered and some very relevant achievements for SE in Spain, such as the release of two impact journals, RASE in 2008 and RISE in 2012.

- 📖 Digital book-report: María Ángeles Abellán López, Gonzalo Pardo Beneyto, José Beltrán-Llavador (2022): Presupuestos participativos con niños, niñas y adolescentes. Editorial: Ciudades amigas de la infancia/UNICEF, 2022. ISBN: 978-84-09-43197-7

Link: <https://ciudadesamigas.org/documentos/presupuestos-participativos/>

- 📖 Digital book-report: Miguel Ángel García Calavia & José Beltrán-Llavador (coord.)(2022). Sociología en las aulas. Informe sobre la situación de la sociología en la enseñanza no universitaria. Editorial: Instituto de Creatividad e Innovaciones Educativas de la Universitat de València. ISBN: 978-84-09-42187-9

Link: <https://roderic.uv.es/handle/10550/83297>

❖ Received from Karina Maldonado-Mariscal

- 📖 Maldonado-Mariscal, K., & Schröder, A. (2023, June 21). **Social Innovation in Education**. SocArXiv. <https://doi.org/10.31235/osf.io/8kgcj>
- 📖 Maldonado-Mariscal, K. & Alijew, I. (2023): **Social innovation and educational innovation: a qualitative review of innovation's evolution**, *Innovation: The European Journal of Social Science Research*, DOI:<https://doi.org/10.1080/13511610.2023.2173152>

- 📄 Behrend, C., Maldonado-Mariscal, K., & Schröder, A. (2022) **Bridging Social Innovation in Education and Organisational Learning.** *European Public & Social Innovation Review*, 7(1), 17-29. <https://pub.sinnergiak.org/esir/article/view/180>

❖ Received from Satoshi Araki

- 📄 Araki, Satoshi. 2023. "Beyond 'Imagined Meritocracy': Distinguishing the relative power of education and skills in intergenerational inequality," *Sociology* 57(4): 975–992. (<https://doi.org/10.1177/00380385231156093>)
- 📄 Olivos, Francisco and Satoshi Arak. 2023. "Cultural Capital and Perception of Teacher-Student Relationships: Uncovering inequalities at schools in China," *British Journal of Sociology* 74(3): 376-401. (<https://doi.org/10.1111/1468-4446.13004>)
- 📄 Araki, Satoshi. 2023. **Beyond the High Participation Systems Model: Illuminating the Heterogeneous Patterns of Higher Education Expansion and Skills Diffusion Across 27 Countries.** *Higher Education* 86(1): 119–137. (<https://doi.org/10.1007/s10734-022-00905-w>)
- 📄 Araki, Satoshi. 2023. **Life Satisfaction, Skills Diffusion, and the Japan Paradox: Toward Multidisciplinary Research on the Skills Trap.** *International Journal of Comparative Sociology* 64(3): 278-299. (<https://doi.org/10.1177/00207152221124812>)

❖ Received from Sebastian Fuentes

- 📄 https://b391de83-77c8-47b3-85e0-7b3f82dac683.usfiles.com/ugd/b391de_61929f91dba248b4a6c2827297fef4c5.pdf

❖ Received from Sujit Kumar Choudary

- 📄 Choudhary, Sujit Kumar, **Contemporary Sociological Theory**, Notion Press, ISBN: 979-8889593423, February 2023, page nos. 180.
- 📄 Choudhary, Sujit Kumar, **Right to Education in India: A Study of Jharkhand**, Notion Press, ISBN: 797-888909825-6, December 2022, page nos. vii+178.
- 📄 Choudhary, Sujit Kumar, **Transitions to Indian Education Policy in Higher Education**, *International Journal of Society and Education*, May-August 2022, Vol. 1, Issue 1, Page No. 94-101, ISSN: <https://apricusjournals.com/index.php/ijose/article/view/88>.

❖ Received from Tien-Hui

- ❖ Chiang, T.H., MacKenzie, A. Sude, B., Zheng, W., Thurston, A., Fu, S. and Yao, Y. (2023). **Configuring governmentalized teachers through introspective panopticism from the Foucauldian perspective.** *International Journal of Educational Research*, 118(2023) 102158. (SSCI) please download its full PDF from the personalized share link below. https://authors.elsevier.com/a/1gib8_K4-5tWft

❖ Received from Uroš Šuvaković

- 📄 U. Šuvaković, I. Nikolić, J. Petrović (2022). **University Classes During The State Of Emergency In Serbia Introduced After The Outbreak Of The COVID–19 Pandemic**

Crisis: Students' Attitudes. *Journal of the Institute for Educational Research* 54(2): 241-278. <https://doi.org/10.2298/ZIP12202241S> [In English and In Serbian]

📖 Šuvaković, U.V.; Petrović, J.R.; Nikolić, I.A. (2023). **Confessional Instruction or Religious Education: Attitudes of Female Students at the Teacher Education Faculties in Serbia.** *Religions* **2023**, *14*, 160. <https://doi.org/10.3390/rel14020160>

Future Events

Future events to be noted and diarised

1. The ISA Forum, held in between the World Congress of Sociology, will be held in 2025. Details of the venue will be announced when available.
2. The next ISA World Congress of Sociology will be held in 2027 in South Korea.
3. Midterm events to be announced when information is available.

STATUSES AND BOARD MEMBERS

❖ Established 1971

❖ Objectives

The Research Committee 04 (RC04) is an active group with annual or bi-annual meetings on Sociology of Education topics. Regular meetings are held at the World Congress of Sociology (every four years) and at the RC's Midterm Conferences (in-between world congresses). In addition, meetings on special topics are held.

❖ Board 2023-2027

- President: **Marios Vryonides**, European University Cyprus, Cyprus, m.vryonides@euc.ac.cy
- Secretary: **Shaheeda Essack**, Department of Higher Education and Training, South Africa, Essack.S@dhet.gov.za
- Vice-President for Europe: **Karina Maldonado-Mariscal**, Technical University Dortmund, Germany, karina.maldonado@tu-dortmund.de
- Vice-President for Russia: **Svetlana Sharonova**, People's Friendship University, Russia; s_sharonova@mail.ru
- Vice-President for Asia: **Tien-Hui Chiang**, Zhengzhou University, China, thchiang2453666@gmail.com
- Vice-President for Africa: **Duncan Hindle**, South Africa, hindle@mweb.co.za
- Vice-President for Latin America: **Analia Ines Meo**, Consejo Nacional de Investigaciones Cientificas y Tecnicas, Argentina, analiameo@conicet.gov.ar
- Vice-President for North America: **Anita Cecilia Hirsch Adler**, Mexico, anaha007@yahoo.com.mx
- Vice-President for Oceania: **Joanna Sikora**, Australian National University, Australia, joanna.sikora@anu.edu.au
- Past-President **Anthony Gary Dworkin**, University of Houston, USA, gdworkin@central.uh.edu

❖ Newsletter

An informative newsletter is mailed to members twice a year. It contains conference abstracts, research summaries and exchange, members' news, conference news, country reports and the new feature, Global Exchange.

Editor: Shaheeda Essack, Essack.S@dhet.gov.za

❖ Membership

Membership Fees: \$30 for a 4-year period. Please contact the International Sociology Association for payments.

❖ Website

<http://www.ucm.es/info/isa/rc04.htm>

XX ISA World Congress of Sociology

Melbourne, Australia | June 25-July 1, 2023

Melbourne Convention and Exhibition Centre



Resurgent Authoritarianism: *Sociology of New Entanglements of Religions, Politics, and Economies*



World Congress
of **Sociology**



TASA The Australian
Sociological Association



International
Sociological
Association

www.isa-sociology.org



RC04**Sociology of Education**

Program Coordinators: Marios VRYONIDES, *European University of Cyprus, Cyprus* and Shaheeda ESSACK, *Department of Higher Education and Training, South Africa*

Monday 26 June

10:30-12:20

JS-5 The Soldier-Scholar: Postsecondary Education of Future Military Officers

Committees: RC01 *Armed Forces and Conflict Resolution (Host)*; RC04 *Sociology of Education*

See Joint Session Details for JS-5.

15:30-17:20

65 Re-Thinking the Role of Sociology of Education in Tackling the Global Rise of Authoritarianism, Populism, Xenophobia, and Racism.

Location: 212 (Melbourne Convention Centre)

Session Organizers: Maria CHALARI, *European University Cyprus, Cyprus* and Marios VRYONIDES, *European University of Cyprus, Cyprus*

Chair: Maria CHALARI, *European University Cyprus, Cyprus*

AUTHORS AND PAPERS:

65.1 Tien-Hui CHIANG, *Anhui Normal University, China*; Allen THURSTON, *School of Social Science, Education and Social Work, Queen's University Belfast, United Kingdom* and Alison MACKENZIE, *School of Social Science, Education and Social Work, Queen's University Belfast, United Kingdom*
Gearing the Relation from Self-Monitoring to Collective Surveillance through Cultural Therapeutics in the Regime of Neoliberal Governmentality

65.2 Halleli PINSON, *Ben-Gurion University, Israel*
Neo Zionist Right-Wing Populist Discourse and Activism in the Israel Education System Background and Conceptual Framework

65.3 Simina DRAGOS, *University of Cambridge, United Kingdom* and Taylor HUGHSON, *University of Cambridge, United Kingdom*
Nascent Authoritarianism and the Populist "Free Speech Crisis" in the UK: The Importance of the Sociology of Education

65.4 Joanne DILLABOUGH, *University of Cambridge, United Kingdom* and Sagarika BOSE, *University of Cambridge, United Kingdom*
Hungarianisation, Horrorism and a 'Funeral for Higher Education': Populist Knowledge-Making and Political Legitimacy in Pre and Post War Hungary

65.5 Mirjam WEIBERG, *German Centre for Integration and Migration Research, Germany* and Olaf KLEIST, *German Centre for Integration and Migration Research, Germany*
New Modes and Forms of Civic Education in Time of Populism, Xenophobia, and Racism

65.6 Lawrence SAHA, *The Australian National University, Australia*
Populist Extremism and the Education Connection: Some "New" Sociological Perspectives

65.7 Trevor MAKHETHA, *University of the Western Cape, South Africa*
Reimagining Sociology of Education in South Africa: Toward a Radical Praxis

65.8 Yuli ASTIANA, *The University of Adelaide, Australia*
Educating Against Radicalisation and Violent Extremism: A Study of Peace Pedagogical Practices in Indonesia

17:30-19:20

67 COVID Winners and Losers in Education: How the Pandemic Has Exacerbated but Also Improved Current and Future Social Inequalities

Location: 212 (Melbourne Convention Centre)

Session Organizers: Joanna SIKORA, *Australian National University, Australia* and Lawrence SAHA, *Australian National University, Australia*

Chair: Joanna SIKORA, *Australian National University, Australia*

AUTHORS AND PAPERS:

67.1 Mareike RUSSMANN, *German Centre for Higher Education Research and Science Studies (DZHW), Germany*; Nicolai NETZ, *DZHW, Germany* and Markus LÖRZ, *HIS Institut für Hochschulentwicklung, Germany*
Dropout Intentions of Students with Disabilities

67.2 Wei-yun CHUNG, *National Taiwan University, Taiwan*
Navigating the Unknown Waters of Home-Schooling during Taiwan's COVID Lockdown

67.3 Antoaneta GETOVA, *Sofia University, Bulgaria*
Three Years of Online Learning in the Universities in Bulgaria: Effects and Perspectives for the Future

67.4 Sebastian FUENTES, *CONICET/FLACSO-UNTREF, Argentina*
Educational Inequalities and Teaching during the Pandemic at Secondary Level: An Analysis of "Innovative" Practices and the Construction of Inequalities in Argentina

67.5 P Nikhil KUMAR, *University of Hyderabad, India* and Vamsi SURAPOGU, *University of Hyderabad, India*
Digital Alienation of Dalit Students during the Pandemic: A Case Study of University of Hyderabad

67.6 Bruna COELHO, *UFRJ, Brazil*; Ana beatriz DE JESUS, *UFRJ, Brazil* and Renata DE MIRANDA, *UERJ, Brazil*
The Impacts and Challenges of the Covid-19 Pandemic on Educational Practices and Teaching Work in Brazil

67.7 Alessandra DECATALDO, *University of Milan Bicocca, Italy* and Brunella FIORE, *University of Milan-Bicocca, Italy*
Being Insecure and Overload Among University Lecturers: The Effects of Technostress on Their Working Life and Work-Family Balance

67.8 Jiwei LU, *East China Normal University, China*
"Camera on, Please, Let's be Together": A Case Study of High School Students' Experience Towards Online Class in China during the COVID-19 Pandemic

67.9 Josué GUTIÉRREZ BARROSO, *Universidad de La Laguna, Spain*; Ana PADRON, *Universidad de La Laguna, Spain* and Juan Vianney TRUJILLO-GONZÁLEZ, *Universidad de La Laguna, Spain*
Post-Pandemic University Access in Tenerife: Gender Inequalities

67.10 Maria Cecília Martins Ferreira da SILVA, *ULHT, Lisbon, Portugal* and Vítor Duarte TEODORO, *NOVA School of Science and Technology, New University of Lisbon, Portugal*
Título: Opportunities in Portuguese Curriculum and Assessment Followed Covid-19

66 Contemporary Issues in Sociology of Education I

Location: Melbourne Room (Melbourne Convention Centre)

Session Organizer: Marios VRYONIDES, *European University of Cyprus, Cyprus*

ROUNDTABLES:

RC04 Roundtable 1

ROUNDTABLE AUTHORS AND PAPERS:

66.1 Duru ARUN KUMAR, *NSUT, India*
Marketization of Higher Education in India - Role of Accreditation

66.2 Joao SEBASTIAO, *Iscte Instituto Universitario de Lisboa, Portugal*
Political Context Matters: A Reflexion about the Impact of Politics on Inclusive Education

66.3 Cihan ERDAL, *Carleton University, Canada* and Jacqueline KENNELLY, *Carleton University, Canada*
The Disorientation of Democracy and Public Life: (Neo) Liberal Democratic Citizenship Education in the Twenty-First Century

66.4 Djordje STEFANOVIC, *School of Social Sciences, University of Adelaide, Australia*; Nathan MANNING, *School of Social Sciences, University of Adelaide, Australia*; Eleanor RIDINGS, *School of Social Sciences, University of Adelaide, Australia* and Thomas WOOD, *School of Social Sciences, University of Adelaide, Australia*
Could University Education Make Populism Unpopular Again?

66.5 Fatemeh YAZDANI, *Lund University, Sweden*
The Policy Discourse of the Desirable Education System: A Case Study of Post-Revolutionary Iran

RC04 Roundtable 2

ROUNDTABLE AUTHORS AND PAPERS:

66.6 Jacqueline KENNELLY, *Carleton University, Canada* and Cihan ERDAL, *Carleton University, Canada*
Probing School Bullying Practices As Classification Struggles: Challenges and Possibilities for Youth Social Justice

66.7 Karen DOOLEY, *Queensland University of Technology, Australia*; Megan KIMBER, *Queensland University of Technology, Australia*; Elizabeth BRIANT, *Queensland University of Technology, Australia*; Mary FINCH, *Queensland University of Technology, Australia* and Rebecca ENGLISH, *Queensland University of Technology, Australia*
Problem or Solution? (In)Justices and Government-Sponsored Programs of Shadow Education in Literacy

66.8 Megha WADHWA, *Free University of Berlin, Germany*
Looking at My Field without and with the Camera: Filming As a Method for Migration Studies

RC04 Roundtable 3

ROUNDTABLE AUTHORS AND PAPERS:

66.9 Alberto PIERDANT RODRÍGUEZ, *Universidad Autonoma Metropolitana-Xochimilco, Mexico*; Jesús RODRÍGUEZ, *Universidad Autónoma Metropolitana - Xochimilco, Mexico*; Alberto Isaac PIERDANT CASTELLANOS, *Universidad Autónoma Metropolitana - Xochimilco, Mexico*; Nelly MOLINA, *Universidad Autónoma Metropolitana - Xochimilco, Mexico*; Elba Cristina RODRÍGUEZ, *Universidad Autónoma Metropolitana - Xochimilco, Mexico* and Ana Elena NARRO, *Universidad Autónoma Metropolitana - Xochimilco, Mexico*
Remote Teaching-Learning of University Mathematics in Mexico. An Educational Model That Accentuated Existing Social Inequalities

66.10 Anirban MUKHERJEE, *Rajiv Gandhi Institute of Petroleum Technology, India*
Tribal Education in India: Deconstructing the Acculturation Hypothesis

66.11 Glen Christian TACASA, *University of the Philippines Los Banos, Philippines*
A Pedagogy of Ambiguities and Silences: Analyses of the Philippine History Education on Marcos' Authoritarian Regime

66.12 Shushwi KE, *Jamia Millia Islamia, India*
Rising Authoritarianism and Devaluation of Liberal Education: A Sociological Reflection

66.13 Imraan BUCCUS, *DUT and SIT, South Africa*
In the Trenches': South African Vice-Chancellors Leading transformation in Times of Change

RC04 Roundtable 4

ROUNDTABLE AUTHORS AND PAPERS:

66.14 Chun-wen LIN, *National Chiayi University, Taiwan*
Does It Matter or Is It Necessary and Possible to Talk about Social Class with Middle School Students?

66.15 Kitty TE RIELE, *University of Tasmania, Australia*; Emily RUDLING, *University of Tasmania, Australia*; Sherridan EMERY, *University of Tasmania, Australia*; Becky SHELLEY, *University of Tasmania, Australia*; Jessica WOODROFFE, *University of Tasmania, Australia* and Natalie BROWN, *University of Tasmania, Australia*
Educational Equity in Times of Crisis

66.16 Shinichi HAMAMOTO, *Nihon University, Japan*
How Is Inequality Accumulating?: Decomposing Differences in Educational Attainment By Categorical Variables into Each Educational Transition in Japan

66.17 Louie Benedict IGNACIO, *University of Santo Tomas, Philippines*
Social Capital in Cross-Cultural Settings: Case of International Students in the Philippines

RC04 Roundtable 5

ROUNDTABLE AUTHORS AND PAPERS:

66.18 Yasukiyo SUGIMOTO, *University of Miami, USA*
Pedagogy of Life: Reexamining and Eliminating Fundamental Social Inequalities

66.19 Walter ALLEN, *UCLA, USA*; Denise ORTIZ, *University of California, Los Angeles, USA*; Azeb TADESSE, *University of California, Los Angeles, USA*; Chantal JONES, *University of California, Los Angeles, USA* and Gadise REGASSA, *University of California, Los Angeles, USA*
"be the Change You Seek" Faculty of Color, Organizational Change and Campus Racial Climate

66.20 Darina LEPADATU, *Kennesaw State University, USA* and Kathleen KIRK, *Kennesaw State University, USA*
Campus Hate Crimes during the Trump Era: University Responses to Violent White Supremacist Movements in the US

DISTRIBUTED PAPERS:

68.5 Anna Maria LEONORA, *University of Catania, Italy*
Educational Disobedience As Innovative Educational Practice. Insights from a Mediterranean Case Study

68.6 Chandrika KB, *Rani Channamma University, Belagavi, 591156 Karnataka, India, India* and Shamalabai B. DASOG, *Dept of Sociology, M.Ms Arts, Commerce, Science and Home- Science College, India*
New Education Policy-2020: An Innovative Initiation in Karnataka State, India

68.7 Tatiana SEMENOVA, *Sociologist, Russian Federation*
The Re-Thinking Experience of Collaboration between the Sociological Faculty of University and Potential Employers for the Future Sociological Education

68.8 Hugo CLAROS, *Independent, Peru*
Monitoring and Evaluation for Educational Innovation in Perú: Both a Potential Community Tool and a Required Bureaucratic Language

Tuesday 27 June

08:30-10:20

JS-30 Youth and Crises of Democracy: Exploring the Democratic Potential of Young People's Participation (1)

Committees: *RC34 Sociology of Youth (Host); RC48 Social Movements, Collective Actions and Social Change and RC04 Sociology of Education*

See Joint Session Details for JS-30.

68 Sociological Perspectives on Social Innovation in Education

Location: 212 (Melbourne Convention Centre)

Session Organizer: Karina MALDONADO-MARISCAL, *Technical University Dortmund, Germany*

Chair: Carol REID, *Western Sydney University, Australia*

AUTHORS AND PAPERS:

68.1 Karina MALDONADO-MARISCAL, *Technical University Dortmund, Germany* and Antonius SCHRÖDER, *Technical University Dortmund, Germany*
Social Innovation in Education

68.2 Juha TUUNAINEN, *University of Oulu, Finland* and Kari KANTASALMI, *University of Oulu, Finland*
Processing Societal Expectations: Decision-Making on Entrepreneurial Education in a Research University

68.3 Analia MEO, *CONICET, Argentina*; Ana Inés HERAS, *CEDESI-UNSAM- CONICET, Argentina* and Mariano CHERVIN, *University of Buenos Aires (UBA) - Research Institute Gino Germani, Argentina*
Educational Policies, Innovations, and Actor Network Theory

68.4 Ho-dae CHONG, *Duksung Women's University, Republic of Korea* and Jong-kil KIM, *Department of Sociology, Duksung Women's University, Republic of Korea*
Innovating the Innovation By Competition and Cooperation in Higher Education: The Case of the Social Sciences Korea(SSK) Program As a Natural Experiment

10:30-12:20

JS-37 Youth and Crises of Democracy: Exploring the Democratic Potential of Young People's Participation (2)

Committees: *RC34 Sociology of Youth (Host); RC04 Sociology of Education and RC48 Social Movements, Collective Actions and Social Change*

See Joint Session Details for JS-37.

69 Rethinking Questions and Issues of Social Justice in Education

Location: 212 (Melbourne Convention Centre)

Session Organizer: Hernan CUERVO, *University of Melbourne, Australia*

Chair: Karina MALDONADO-MARISCAL, *Technical University Dortmund, Germany*

AUTHORS AND PAPERS:

69.1 Pepka BOYADJIEVA, *Institute of Philosophy and Sociology, BAS, Bulgaria* and Petya ILIEVA-TRICHKOVA, *Institute of Philosophy and Sociology, BAS, Bulgaria*
A Multidimensional and Comparative Social Justice Perspective Towards Inequalities in Access to Higher Education

69.2 Hernan CUERVO, *5/100 Leicester St, Australia*
The Struggles for Recognition and Distribution: A Theoretical Approach to Rural Teaching Recruitment

69.3 Kitty TE RIELE, *University of Tasmania, Australia*; Tim CORCORAN, *Deakin University, Australia*; Alison BAKER, *Victoria University, Australia* and Julie WHITE, *Victoria University, Australia*
Social Justice in Youth Justice: Participation in Education By Incarcerated Young People

69.4 Juan Carlos CASTILLO, *Universidad de Chile, Chile*; Mauricio SALGADO, *Universidad Andrés Bello, Chile* and Kevin CARRASCO, *COES - Center for Social Conflict and Cohesion Studies, Chile*
Meritocracy, Redistributive Preferences and Political Socialization at School

69.5 Quentin MAIRE, *The University of Melbourne, Australia*
Social Justice and the Subject-Based Curriculum: Socio-Academic Distribution and Status Hierarchy in the Making of Curriculum Inequality

69.6 Ilana FINEFTER-ROSENBLUH, *Monash University, Australia* and Jane WILKINSON, *Monash University, Australia*
"It's Expensive...Not Everyone Can Afford It...It's Unpleasant": Students' (un)Ethical Ideas of Marketised-Privatised Faith-Based Schooling in Australia

69.7 Gonzalo SARAVÍ, *CIESAS, Mexico*
School Belonging and Social (In)Justice in Mexico

69.8 Manuela MENDOZA HORVITZ, *University of O'Higgins, Chile* and Gabriel GUTIÉRREZ, *Universidad Diego Portales/ Pontificia Universidad Católica de Chile, Chile*
The Ubiquity of Inclusion: Institutional Discourses and Features Shaping Socioeconomic Diversity in Schools

69.9 Tebeje MOLLA, *Deakin University, Australia* and Trevor GALE, *University of Glasgow, Scotland*
Educational Dis/Advantage: Expanding the Spaces of Assessment

DISTRIBUTED PAPERS:

69.10 Cecilia ADROGUE, *CONICET - Universidad de San Andrés, Argentina* and Eugenia ORLICKI, *Argentinos por la Educación - CEDH UdeSA, Argentina*
The Value and Distributive Effect of Public Education Expenditure in Argentina

15:30-17:20

70 Student Trajectories and Interlevel Transitions: Impacts of the Pandemic on Educational Inequalities

Language: English, Spanish

Location: 212 (Melbourne Convention Centre)

Session Organizers: Ada FREYTES FREY, *Universidad Nacional de Avellaneda/Universidad Nacional Arturo Jauretche, Argentina* and Emilia DI PIERO, *CONICET- UNLP, Argentina*

Chair: Ada FREYTES FREY, *Universidad Nacional de Avellaneda/ Universidad Nacional Arturo Jauretche, Argentina*

AUTHORS AND PAPERS:

70.1 Joanna SIKORA, *Australian National University, Australia*
An Unusual Dynamic? How Diverse Student Groups Transitioned from Secondary to Tertiary Education Pre- and during the Pandemic in Australia

70.2 Charlotte BRANCHU, *University of Liverpool, United Kingdom* and Vikki BOLIVER, *Durham University, United Kingdom*
Mapping Social Networks of Possibilities: Landscapes of Trajectories into Higher Education

70.3 Agustina CORICA, *FLACSO, Argentina*
Trayectorias Escolares y Pandemia En La Educación Secundaria Desde Un Abordaje Regional En Argentina

70.4 Jennifer GLICK, *Pennsylvania State University, USA*; Scott YABIKU, *Pennsylvania State University, USA*; Arinala RANDRIANASOLO, *Pennsylvania State University, USA* and Melissa ALCARAZ, *Brigham Young University, USA*
School Closures, Household Livelihood Loss and the Retreat from Educational Engagement

70.5 Emilia DI PIERO, *CONICET- UNLP, Argentina*; Santiago GARRIGA OLMO, *IdIHCS-CONICET/UNLP, Argentina* and Ana Laura MARCHEL, *FaHCE/UNLP, Argentina*
Expectativas Estudiantiles y Políticas De Articulación Interniveles En La Educación Secundaria Bonaerense Argentina En La Pandemia

70.6 Liang-Wen LIN-JANUSZEWSKI, *Paderborn University, Germany*
First-Year University Transition Experiences of German Students in the Global Pandemic

70.7 Valeria DABENIGNO, *University of Buenos Aires, Argentina* and Analia MEO, *CONICET, Argentina*
Perspectivas Docentes Sobre Vinculos Sociales y Pedagógicos Con Sus Estudiantes Durante La Pandemia. Variaciones, Desigualdades y Cambios En El Pasaje De La Educación Remota a La Bimodalidad.

17:30-19:20

JS-54 Why Do We Need the Visual? Understanding Educational Practices Using Visual Data and Methods.

Committees: RC04 *Sociology of Education (Host)*; RC57 *Visual Sociology*

See Joint Session Details for JS-54.

JS-50 Navigating the Other Side of the Classroom: Exploring Teachers' Experiences at Work

Committees: RC04 *Sociology of Education (Host)*; RC30 *Sociology of Work*

See Joint Session Details for JS-50.

19:30-20:50

71 RC04 Business Meeting

Location: 212 (Melbourne Convention Centre)

Wednesday 28 June

08:30-10:20

72 Social and Political Underpinnings of Teacher Recruitment and Certification

Location: 212 (Melbourne Convention Centre)

Session Organizer: Iasonas LAMPRIANOU, *University of Cyprus, Cyprus*

Chair: Elspeth MCINNES, *University of South Australia, Australia*

AUTHORS AND PAPERS:

72.1 Pranaya SWAIN, *Homi Bhabha National Institute, Mumbai, India, India* and Biswajit APAT, *National Institute of Science Education and Research Bhubaneswar, India*
Prearity of Contract Teachers: A Qualitative Analysis of Lived Experiences

72.2 Taylor HUGHSON, *University of Cambridge, United Kingdom*
Producing New Kinds of Teachers in England 2008-2020: Tracing Knowledge Production and Elite Actor Networks in the Reform of Teacher Certification

72.3 Chien-Lung WANG, *Department of Education, National Taitung University, Taiwan* and Juhui CHANG, *National Taitung University, Taiwan*
The Strategic Development of Advanced Indigenous Language Proficiency of Student Teachers Specialized in the Initiative Teacher Program for Indigenous Language and Literacy Domain for Secondary Schools in Taiwan

72.4 Jurate LITVINAITE, *Vilnius University, Lithuania*
The Emergence of the Third Space in Teachers' Professional Practices

72.5 Silvia ANNEN, *University of Bamberg, Germany*; Xavier ST-DENIS, *Institut national de la recherche scientifique, Canada* and Julia HUFNAGL, *University of Bamberg, Germany*
Relations between Family Background and Persistence in Overqualification – Comparative Results from UK and Germany

72.6 Carla TAPIA, *School of Education and Professional Studies, Australia*; Parlo SINGH, *School of Education and Professional Studies, Australia*; Susan WHATMAN, *School of Education and Professional Studies, Australia* and Debbie BARGALLIE, *Griffith Institute of Educational Research, Australia*
Teacher Activism: Struggles over Public Education in Chile

10:30-12:20

JS-63 Housing and School Choices in the Unequal City: Uneasy Trade-Offs, New Combinations and Socio-Spatial Consequences

Committees: RC21 *Regional and Urban Development (Host)*; RC04 *Sociology of Education*

See Joint Session Details for JS-63.

15:30-17:20

73 How Reading Performance Is Related to Cultural Capital

Location: 212 (Melbourne Convention Centre)

Session Organizers: Chun-wen LIN, *National Chiayi University, Taiwan* and Jason Chien-chen CHANG, *Chinese Culture University, Taiwan*

Chair: Kent Sheng Yao CHENG, *National Chung Cheng University, Taiwan*

AUTHORS AND PAPERS:

73.1 Ying-jie JHENG, *National Taiwan Normal University, Taiwan*; Chun-wen LIN, *National Chiayi University, Taiwan* and Yuen-kuang LIAO, *Chinese Culture University, Taiwan*
Does Cultural Capital Still Matter?: A Meta-Analysis of the Effects of Cultural Capital on Reading Performance

73.2 Elspeth MCINNES, *University of South Australia, Australia*; Pauline HARRIS, *University of South Australia, Australia*; Alexandra DIAMOND, *University of South Australia, Australia*; Bec NEILL, *University of South Australia, Australia*; Cynthia BROCK, *University of Wyoming, USA* and Ufemia CAMAITOGA, *University of the South Pacific, TAFE Lautoka, Fiji*
Involving Families in Integrating Embodied and Objective Community Language Capital in Reading Resources for Preschool Aged Children Entering Monolingual Education Systems

73.3 Shu-min CHEN, *Tatung University, Taiwan* and Ying-jie JHENG, *National Taiwan Normal University, Taiwan*
Effects of the New Immigrants' Cultural Capital on Child-Rearing Process: Perspectives from Multi-Ethnic Relationship

73.4 Chiaying WU, *Department of Education, Chinese Culture University, Taiwan*
The Study of Junior High School Students' Reading Literacy: The Cases of Taiwan in PISA 2018

73.5 Maria CHALARI, *European University Cyprus, Cyprus* and Marios VRYONIDES, *European University Cyprus, Cyprus*
Adolescents' Reading Habits during COVID-19: Are They Still a Mechanism for Cultural Reproduction?

17:30-19:20

74 Neoliberalism, Human Capital Discourse and Education Practice

Location: 212 (Melbourne Convention Centre)

Session Organizer: Tien-Hui CHIANG, *National University of Tainan, China*

Chair: Tien-Hui CHIANG, *National University of Tainan, China*

AUTHORS AND PAPERS:

74.1 Anthony DWORKIN, *University of Houston, USA* and Lawrence SAHA, *Australian National University, Australia*
The Effects of Neoliberal Assumptions, Policies, and Practices on School Culture and Trust in School

74.2 Weihe XIE, *Institute of Education, Tsinghua University, China* and Wen WEN, *Institute of Education, Tsinghua University, China*
The Imbalance between Knowledge in Modern Educational System: Humanities Vs. Natural Sciences

74.3 Atsuko SHIMBO, *Waseda University, Japan* and Mutsuko TENDO, *Miyagi Gakuin Women's University, Japan*
Human Capital Discourse and Cultural Resources: A Case Study of Family Education in Japan

74.4 Chunping WANG, *National Taipei University of Education, Taiwan*; Po-han LIN, *National Taipei University of Education, Taiwan* and Bo-Ruey HUANG, *Chinese Culture University, Taiwan*
Global Citizenship Competencies, New Immigrant Youths' Hybrid Identity, and Social Justice- Taiwan Observation Under the Globalization Condition

74.5 Kent Sheng Yao CHENG, *National Chung Cheng University, Taiwan*
When Global Meets Local: the Dialectics between Indigenous Knowledge and Global Competition

74.6 Zhaoxi ZHENG, *The University of Queensland, Australia*
Learning to Become Neoliberal Subjects: Discursive Tensions between Australian Higher Education Policies and Research Student Experiences

Thursday 29 June

08:30-10:20

75 Contemporary Issues in Sociology of Education II

Location: Melbourne Room (Melbourne Convention Centre)

Session Organizer: Shaheeda ESSACK, Department of Higher Education and Training, South Africa

ROUNDTABLES:

RC04 Roundtable 1

ROUNDTABLE AUTHORS AND PAPERS:

75.1 Adam RAJCAN, Macquarie University, Australia and Edgar BURNS, Waikato University, New Zealand
What Do We Know about Australian and New Zealand Sociology PhDs in the Latest Decade (2010-19)?

75.2 Atinder KAUR, Punjab Agricultural University Ludhiana, India
Covid 19 Crisis and Online Education System: Narratives from Rural Households (India)

75.3 Donatella POLIANDRI, INVALSI (Italian National Institute of Educational Evaluation), Italy; Grazia GRAZIOSI, INVALSI - National Institute for the Evaluation of the Education and Training System, Italy; Beba MOLINARI, University of Catanzaro 'Magna Graecia', Italy and Graziana EPIFANI, INVALSI - National Institute for the Evaluation of the Education and Training System, Italy
School-to-Work Program during Pandemic: First Evidence from Italy.

RC04 Roundtable 2

ROUNDTABLE AUTHORS AND PAPERS:

75.4 Roman SMIRNOV, Free University of Berlin, Germany
International PhD-Students during the Pandemic: Transformation of Migrant Strategies and Career Planning

75.5 Sharmila RAMA, University of KwaZulu-Natal, South Africa and Ruth HOSKINS, University of KwaZulu-Natal, South Africa
Reflecting on the Teaching and Learning Experiences and Lived Realities of the Students in the Bachelor of Social Science Extended Curriculum Degree at the University of Kwazulu-Natal, South Africa during the COVID-19 Pandemic

75.6 Leonie BÜSCHKAMP, Leibniz University Hannover (LCSS - Leibniz Center for Science and Society), Germany and Tim SEIDENSCHNUR, University of Kassel (INCHER - International Center for Higher Education Research), Germany
Windows of Opportunities. How the Pandemic Changed Education in Different Disciplines at Universities.

RC04 Roundtable 3

ROUNDTABLE AUTHORS AND PAPERS:

75.7 Liang-Wen LIN-JANUSZEWSKI, Paderborn University, Germany
International Students' First-Semester Transition Experiences after the Pandemic in Germany

75.8 Deepak KUMAR, University of Delhi, India
Embedded Dispossessions: The Gendered Self in the Classroom

75.9 John Rey CODILLA, Davao Oriental State University, Philippines and Mona LAYA, University of Immaculate Conception, Philippines
Encounters and Ordeals on Violent Incidents and School Safety: Their Status and Relationship

RC04 Roundtable 4

ROUNDTABLE AUTHORS AND PAPERS:

75.10 Abu MAZUMDER, HSTU, Bangladesh and Khadiza Tul KUBRA, HSTU, Bangladesh
Voluntary Supplementary Education and Academic Performance of Underprivileged Children: 'Hstu Mojar Ischool' Model

75.11 Mariusz ZEMLO, University of Białystok, Poland
The School Normative System a Key Element in Determining the Quality of the School Environment

75.12 Gisela REDONDO-SAMA, Rovira i Virgili University, Spain and Teresa SORDE-MARTI, Univ Autònoma de Barcelona, Spain
Dialogic Leadership for Social Justice

75.13 Mohammed Illias SHEIKH, International Institute for Population Sciences, Mumbai, India and Kailash DAS, International Institute for Population Sciences, Mumbai, India
Effectiveness of E-Counselling Session during COVID-19 Pandemic in Open Distance Learning Programme: A Cross-Sectional Study in India

10:30-12:20

76 Intersectional Approach and Inequality of Educational Opportunity

Location: 212 (Melbourne Convention Centre)

Session Organizers: Aigul ALIEVA, Luxembourg Institute of Socio-Economic Research, Luxembourg; Jekatyerina DUNAJEVA, Hungarian Academy of Sciences, Centre for Social Sciences, Hungary and Hanna SIAROVA, Public Policy and Management Institute, Lithuania

Chair: Shaheeda ESSACK, Department of Higher Education and Training, South Africa

AUTHORS AND PAPERS:

76.1 Hanna SIAROVA, Public Policy and Management Institute, Lithuania and Jekatyerina DUNAJEVA, Hungarian Academy of Sciences, Centre for Social Sciences, Hungary
Intersectionality in Education Policy Documents: Comparative Analysis of Nine European Countries

76.2 Celia BOUCHET, Sciences Po (CRIS-LIEPP), France
Disability-Related Educational Gaps By Socioeconomic Background, Migration and Gender: Insights from a Mixed Methods Study in France

76.3 Ineke PIT-TEN CATE, Luxembourg Centre for Educational Testing (LUCET), University of Luxembourg, Luxembourg and Sabine GLOCK, Institute for Educational Research, School of Education, Bergische Universität Wuppertal, Germany
Combined Effects of Students' Gender and Ethnicity on Teachers' Stereotype-Based Expectations: A Systematic Review

76.4 Cecilia ADROGUE, CONICET - Universidad de San Andrés, Argentina; Victoria ANAUATI, CEDH - Universidad de San Andrés, Argentina and Mariano TOMMASI, CEDH - Universidad de San Andrés, Argentina
Educational Inequalities in Argentina: Mechanisms, Dynamics and Evidence

76.5 Peter ROBERT, TARKI Social Research Institute, Hungary
How Do Unhappiness and Marginalisation at School Undermine Academic Performance?

76.6 Angharad BUTLER - REES, University of Warwick, United Kingdom
Disentangling Educational Pathways and Work Outcomes for Disabled Young People in England

76.7 Ineke PIT-TEN CATE, Luxembourg Centre for Educational Testing (LUCET), University of Luxembourg, Luxembourg; Martha OTTENBACHER, Luxembourg Centre for Educational Testing (LUCET), Faculty of Humanities, Education and Social Sciences, University of Luxembourg, Luxembourg; Aigul ALIEVA, Luxembourg Institute of Socio-Economic Research, Luxembourg; Taylor KROEZEN, Luxembourg Institute of Socio-Economic Research (LISER), Luxembourg; Andreas HADJAR, University of Luxembourg, Luxembourg; Juliette TORABIAN, Department of Social sciences, Faculty of Humanities, Education and Social Sciences, University of Luxembourg, Luxembourg and Frederick DE MOLL, Department of Social sciences, Faculty of Humanities, Education and Social Sciences, University of Luxembourg, Luxembourg
The Longitudinal Impact of Student Characteristics, School Composition and Track Placement on Mathematics Performance: Inter- and Cross Level Intersectionality

76.8 Sarvendra YADAV, Dr. Harisingh Gour Central University Sagar, India
Intersectionality in Course Choices: A Cross-Sectional Study of Educational Inequalities in India

15:30-17:20

77 The Challenge to Remain Relevant: Public Higher Education Versus Private Higher Education

Location: 212 (Melbourne Convention Centre)

Session Organizer: Shaheeda ESSACK, Department of Higher Education and Training/University of Johannesburg, South Africa

Chair: Shaheeda ESSACK, Department of Higher Education and Training, South Africa

AUTHORS AND PAPERS:

77.1 Su-ming KHOO, National University of Ireland, Ireland
Connecting the Challenges of Quality and Equality in Higher Education in Ireland and South Africa – Learning from a Collective Intelligence Based Research Project.

77.2 Reyhaneh JAVADI, University of Alberta, Canada and Zohreh BAYATRIZI, University of Alberta, Canada
Private Sociology: The Origins and Impacts of for-Profit Courses Outside Academia in Iran

77.3 Yuki HONDA, Graduate School of Education, The University of Tokyo, Japan
The Impact of College Education in the Humanities and Social Sciences on Job Skills and Social Attitudes after Graduation: The Case of Japan

77.4 Fidel AREVALO, Universidad de San Carlos de Guatemala, Guatemala
The Challenge of Public Universities to be Able to Respond to the Needs of Inclusion, Equity and Development, in Unfavorable Contexts.

77.5 Yuxuan WANG, IOE University College London, United Kingdom
Development of Undergraduate Student Research Capability in Social Sciences: A Comparative Study between China, UK and the US

77.6 Dhaneeswar BHOI, University of Edinburgh UK, Social and Political Science, United Kingdom and Neelima LAKRA, London School of Management Education, United Kingdom
Public and Private Higher Education in Laissez-Faire Economy: Echoes of Marginal Section Students of India

77.7 Sebastian FUENTES, CONICET/FLACSO-UNTREF, Argentina
Challenges for University Systems in the Southern Cone: Public and Private Institutions Facing Diverging Social Expectations

17:30-19:20

JS-107 Education, Solidarity and Engagement: The Study of Morals and Emotions in Altruistic Educational Experiences

Committees: RC04 Sociology of Education (Host); WG08 Society and Emotions

See Joint Session Details for JS-107.

Friday 30 June

08:30-10:20

JS-116 Inclusive Education, Knowledge Co-Production, Social Justice and Human Rights

Committees: RC04 Sociology of Education (Host); RC03 Community Research

See Joint Session Details for JS-116.

10:30-12:20

JS-123 Educational Migration in the Post-Pandemic World: Exploring Continuities and Discontinuities

Committees: RC04 Sociology of Education (Host); RC31 Sociology of Migration

See Joint Session Details for JS-123.

15:30-17:20

78 When Global Meets Local: the Dialectics between Indigenous Knowledge and Global Competition

Location: 212 (Melbourne Convention Centre)

Session Organizer: Kent Sheng Yao CHENG, National Chung Cheng University, Taiwan

Chair: Kent Sheng Yao CHENG, National Chung Cheng University, Taiwan

AUTHORS AND PAPERS:

78.1 Ai-hsuan MA, National Chengchi University, Taiwan
Internationalization at Home in Taiwan's Higher Education: Domestic Students' Perspectives

78.2 Ruomeng LIU, East China Normal University, China and Zhiying WU, University of Queensland, Australia
Walking on the Road of Educational Discontinuous: A Study on the Cross-Cultural Growth of Young Chinese Students Abroad

78.3 Lucia Ratih KUSUMADEWI, *Universitas Indonesia, Indonesia*

Multicultural Education As a Social Movement

78.4 Aditya RAJ, *Indian Institute of Technology Patna, India*
Promises of India's New Education Policy 2020

78.5 Beatrice LAM, *Hong Kong Metropolitan University, Hong Kong* and Hei-hang Hayes TANG, *The Education University of Hong Kong, Hong Kong*

Problematising the Global North/ South Binaries: A Critical Review of the Sociological Literature of Education of Ethnic Minority Students in Hong Kong

78.6 Mei-Ling LIN, *National Open University, Taiwan*
Globalisation and Implications for Education: Local Pedagogies

78.7 Juhui CHANG, *National Taitung University, Taiwan* and Chien-Lung WANG, *Department of Education, National Taitung University, Taiwan*

When the Majority Becomes the Minority: Non-Indigenous Teachers' Cultural Competence Development in an Indigenous School in Taiwan

DISTRIBUTED PAPERS:

78.8 Satyanarayana GATTU, *Osmania University, India*
Higher Education in India and Emerging Trends (A Sociological Study)

17:30-19:20

79 Education for Sustainable Development

Language: English, Spanish

Location: 212 (Melbourne Convention Centre)

Session Organizer: Anita Cecilia HIRSCH ADLER, *National Autonomous University of Mexico, Mexico*

Chair: Anita Cecilia HIRSCH ADLER, *Colonia Letran Valle, Mexico*

AUTHORS AND PAPERS:

79.1 Judith PEREZ-CASTRO, *National Autonomous University of Mexico, Mexico* and Guadalupe PALMEROS Y AVILA, *Universidad Juárez Autónoma de Tabasco, Mexico*
Education for Sustainability in Higher Education Students

79.2 Jesus GARCIA REYES, *UNAM, Mexico* and Alejandro MARQUEZ, *UNAM, Mexico*
Factors That Affect the Perception of Citizenship and Community Partition of Young People Aged 15 to 17 in Mexico

79.3 Claire WAGNER, *University of Pretoria, South Africa* and Jeremy GIBBERD, *Nelson Mandela University, South Africa*
Pedagogical Insights from a Course on Reducing University Students' Ecological Footprints

79.4 Tunghsing HSIUNG, *National Taitung University, Taiwan*
Indigenous Student-Teacher and Learning for Sustainability: Cultural Diversity and Educational Equity

79.5 Jesus GARCIA REYES, *UNAM, Mexico*
Formación Profesional y Ética En Post Pandemia En Estudiantes De Pueblos Originarios De Educación Superior

Saturday 1 July

08:30-10:20

80 Rethinking the Modern Educational Model: East Asian Perspectives

Location: 212 (Melbourne Convention Centre)

Session Organizer: Shinichi AIZAWA, *Sophia University, Japan*

Chair: Shinichi AIZAWA, *Sophia University, Japan*

AUTHORS AND PAPERS:

80.1 Anita KOO, *Hong Kong Baptist University, Hong Kong*
The Emergence of Vocational/Professional Training in Expanded Higher Education Systems in East Asia

80.2 Fumiaki OJIMA, *Doshisha University, Japan*
Changes in Socio-Economic Inequality of Educational Opportunity: How Competition to Higher Education Entry Influenced Its Effect?

80.3 Masayuki FUJINE, *Kanto Gakuin University, Japan*
Challenging and Conformity to the Dominant Education System: A Case of Alternative Education Movements in Japan

80.4 Ichiro OKANO, *Tokyo University of Agriculture and Technology, Japan*
The Politics of Linguistic Relativity in Japanese English Education

80.5 Josiane MARTIN-O'BRIEN, *International University of Monaco (IUM), Monaco*
Institutionalization of Western Management Education in India: A Tale of Three Histories

80.6 Jhaverbhai PATEL, *School of Social Sciences, India*
Rethinking on Gandhiji's Nai Talim Education System

10:30-12:20

81 Edtech and the Post-Pandemic University: Understandings and Interventions

Location: 212 (Melbourne Convention Centre)

Session Organizers: Claire POLSTER, *University of Regina, Canada* and Janice NEWSON, *York University, Canada*

Chair: Josiane MARTIN-O'BRIEN, *International University of Monaco (IUM), Monaco*

AUTHORS AND PAPERS:

81.1 Judith PEREZ-CASTRO, *National Autonomous University of Mexico, Mexico* and Jesus GARCIA REYES, *National Autonomous University of Mexico, Mexico*
Digital Exclusion and Educational Inequality in Indigenous University Students

81.2 Edmondo GRASSI, *Roma Tre University, Italy*
Technology and University: The Perception of the Student Population in Roma Tre

81.3 Elsa ESTRELA, *Lusofona University/ CeiED, Portugal* and Carla GALEGO, *Lusofona University/ CeiED, Portugal*
Academic Professionalism in the XXI Century: Processes of Change in Teachers' Practice

81.4 Luke MCCRONE, *Imperial College London, United Kingdom* and Julianne VIOLA, *Imperial College London, United Kingdom*
The Hybrid Learning Dilemma: Exploring the Learning Choices of Disadvantaged Students during the COVID-19 Era

81.5 Anita Cecilia HIRSCH ADLER, *Colonia Letran Valle, Mexico*
Postgraduate Academics from a Mexican University and Their Vision of the Covid-19 Pandemic

12:30-14:20

82 The Possibilities and Challenges of Decoloniality in Education and Research

Location: 212 (Melbourne Convention Centre)

Session Organizers: Melanie BAAK, *University of South Australia, Australia* and Joel WINDLE, *University of South Australia, Australia*

Co-chairs: Melanie BAAK, *University of South Australia, Australia* and Joel WINDLE, *University of South Australia, Australia*

AUTHORS AND PAPERS:

82.1 Terry WOTHERSPOON, *University of Saskatchewan, Canada* and Emily MILNE, *MacEwan University, Canada*
The Role of Cultural Supports for Indigenous Students: Spaces for and Impediments to Decolonizing Education

82.2 Julian KUSABS, *The University of Adelaide, Australia*
Indigenous Historical Writings and Decolonial Futures of Education

82.3 Nomkhosi XULU-GAMA, *University of Cape Town, South Africa*; Aisha LORGAT, *Chris Hani Institute, South Africa* and Bianca TAME, *University of Cape Town, South Africa*
Decolonising Sociology: The South African Sociological Association As a Decolonial Catalyst?

82.4 Vanessa BAROLSKY, *Deakin University, Australia* and Laura RODRIGUEZ CASTRO, *Southern Cross University, Australia*
Reflecting on Global Dialogues on Decolonising Truth-Telling: Challenges and Possibilities

82.5 Kim MCLEOD, *The University of Tasmania, Australia*
Attending to the Particular to Enact Decolonial Theory in Teaching Practice

82.6 Marie BRENNAN, *University of South Australia, Australia* and Lew ZIPIN, *University of South Australia, Australia*
Reparative Activism Towards Decolonising Australian Teacher Education

82.7 Sophie RUDOLPH, *University of Melbourne, Australia* and Jessica GERRARD, *University of Melbourne, Australia*
Understanding the Material, Epistemic and Affective Dimensions of Racial Domination

82.8 Sarah MCDONALD, *University of South Australia, Australia*
A Review of Approved Texts and Text Choice for Subject English Teachers through a Decolonial Lens: Current and Future Options

14:30-16:20

83 Caste, Social Psyche and Humiliation at Higher Education

Location: 212 (Melbourne Convention Centre)

Session Organizers: Dhaneśwar BHOLI, *University of Edinburgh UK, Social and Political Science, United Kingdom* and Neelima LAKRA, *London School of Management Education, United Kingdom*

Chair: Dhaneśwar BHOLI, *University of Edinburgh UK, Social and Political Science, United Kingdom*

AUTHORS AND PAPERS:

83.1 Rama DEVI, *KREA University, India*
Negotiating Caste in Educational Spaces: Trials of Dalit Youths in Higher Education in Delhi

83.2 Deep CHAND, *Goethe University Frankfurt, Germany*
Resistance Against Caste Norms in Higher Education: A Perspective from below

83.3 Saraswati SUNA, *The University of Sydney, Australia*
Caste Capital, Social Psyche and Humiliation: An Examination of Dalit Women Experiences in Higher Educational Institution in Eastern India

83.4 Deepak KUMAR, *University of Delhi, India*
Linguicism in Indian Higher Education: A Case Study of University of Delhi

83.5 Bagesh KUMAR, *National Institute of Educational Planning and Administration, New Delhi, India*
Understanding Humiliation in Indian Higher Education: A Perspective from Dalit and Adivasi Students

ISA WORLD CONGRESS OF SOCIOLOGY

Congress statistics 2023

Registered Details

	Number	Female	Male	Prefer not to say	Students
In-Person	3028	1678	1310	40	615
Virtual	1673	960	695	18	517
TOTAL	4701	2638	2005	58	1132

COUNTRY	Grand Total	FEMALE			MALE			PREFER NOT TO SAY				
		Female	Student	Student		Male	Student		No	Student		
				No	Yes		No	Yes		No	Yes	Total
Australia	790	63%	25%	367	127	494	215	61	276	11	9	20
USA	403	57%	25%	170	61	231	137	38	175	6	1	7
India	392	55%	26%	153	62	215	138	39	177	0	0	0
Japan	277	43%	10%	105	14	119	139	11	150	6	2	8
Germany	241	51%	34%	80	43	123	74	39	113	4	1	5
United Kingdom	189	66%	23%	91	33	124	52	11	63	1	1	2
Canada	186	55%	32%	69	34	103	57	25	82	1	0	1
Brazil	167	49%	42%	46	35	81	51	35	86	0	0	0
Italy	163	52%	24%	66	19	85	58	16	74	0	4	4
Spain	142	51%	34%	49	24	73	45	23	68	0	1	1
France	126	53%	34%	46	21	67	37	21	58	0	1	1

COUNTRY	FEMALE						MALE			PREFER NOT TO SAY		
	Grand Total	Female	Student	Student			Student			Student		
				No	Yes	Total	No	Yes	Total	No	Yes	Total
Poland	97	54%	16%	41	11	52	40	5	45	0	0	0
China	91	55%	40%	29	21	50	26	13	39	0	2	2
South Africa	89	61%	16%	44	10	54	31	4	35	0	0	0
Mexico	84	55%	15%	40	6	46	31	7	38	0	0	0
Sweden	71	52%	23%	28	9	37	27	7	34	0	0	0
Taiwan	69	58%	7%	36	4	40	28	1	29	0	0	0
Hong Kong	67	61%	30%	28	13	41	17	7	24	2	0	2
Korea	62	44%	26%	16	11	27	30	4	34	0	1	1
Argentina	58	62%	9%	31	5	36	22	0	22	0	0	0
New Zealand	55	55%	29%	22	8	30	17	8	25	0	0	0
Turkey	55	67%	22%	27	10	37	16	2	18	0	0	0
Philippines	50	54%	36%	22	5	27	10	13	23	0	0	0
Israel	45	69%	9%	29	2	31	12	2	14	0	0	0
Chile	44	61%	18%	23	4	27	13	4	17	0	0	0
Russian Federation	44	73%	7%	30	2	32	11	1	12	0	0	0
Netherlands	38	58%	16%	17	5	22	15	1	16	0	0	0
Austria	36	64%	36%	13	10	23	10	2	12	0	1	1
Finland	36	58%	11%	18	3	21	13	1	14	1	0	1
Portugal	34	59%	9%	18	2	20	13	1	14	0	0	0
Belgium	31	52%	42%	8	8	16	10	5	15	0	0	0
Indonesia	30	60%	17%	15	3	18	9	2	11	0	0	0
Switzerland	29	48%	38%	9	5	14	9	6	15	0	0	0
Norway	28	68%	21%	15	4	19	7	2	9	0	0	0

COUNTRY	FEMALE						MALE			PREFER NOT TO SAY		
	Grand Total	Female	Student	Student			Student			Student		
				No	Yes	Total	No	Yes	Total	No	Yes	Total
Singapore	28	43%	21%	10	2	12	12	4	16	0	0	0
Lithuania	23	91%	22%	17	4	21	1	1	2	0	0	0
Denmark	18	50%	11%	7	2	9	9	0	9	0	0	0
Bangladesh	16	31%	13%	5	0	5	9	2	11	0	0	0
Nigeria	16	38%	13%	6	0	6	8	2	10	0	0	0
Greece	15	53%	20%	6	2	8	6	1	7	0	0	0
Thailand	15	80%	33%	8	4	12	2	1	3	0	0	0
Guam	12	75%	67%	3	6	9	1	2	3	0	0	0
Ukraine	12	92%	0%	11	0	11	1	0	1	0	0	0
Hungary	11	55%	18%	5	1	6	8	1	5	0	0	0
Iran	10	60%	30%	4	2	6	6	1	4	0	0	0
Romania	10	80%	0%	8	0	8	2	0	2	0	0	0
Ireland	9	44%	22%	4	0	4	1	2	5	0	0	0
Luxembourg	9	67%	33%	4	2	6	1	1	2	1	0	1
Colombia	8	50%	25%	3	1	4	4	1	4	0	0	0
Czech Republic	8	38%	13%	2	1	3	3	0	5	0	0	0
Kenya	8	88%	25%	5	2	7	2	0	1	0	0	0
Nepal	8	0%	13%	0	0	0	3	1	8	0	0	0
Malaysia	7	100%	14%	6	1	7	1	0	0	0	0	0
Peru	7	57%	14%	3	1	4	3	0	3	0	0	0
Uruguay	7	43%	0%	3	0	3	5	0	4	0	0	0
Vietnam	7	57%	0%	4	0	4	1	0	3	0	0	0
Bulgaria	6	83%	0%	5	0	5	7	0	1	0	0	0
Morocco	6	17%	33%	1	0	1	0	2	5	0	0	0

COUNTRY	FEMALE						MALE			PREFER NOT TO SAY		
	Grand Total	Female	Student	Student			Student			Student		
				No	Yes	Total	No	Yes	Total	No	Yes	Total
Slovenia	6	50%	17%	3	0	3	3	1	3	0	0	0
Sri Lanka	6	67%	33%	2	2	4	4	0	2	0	0	0
Croatia	5	60%	40%	2	1	3	3	1	2	0	0	0
Ghana	5	80%	0%	4	0	4	1	0	1	0	0	0
Cyprus	4	25%	0%	1	0	1	3	0	3	0	0	0
Pakistan	4	0%	0%	0	0	0	2	0	4	0	0	0
Senegal	4	0%	25%	0	0	0	2	1	4	0	0	0
Tunisia	4	0%	0%	0	0	0	1	0	4	0	0	0
United Arab Emirates	4	75%	0%	3	0	3	1	0	1	0	0	0
Ivory Coast	3	0%	0%	0	0	0	3	0	3	0	0	0
Estonia	3	67%	33%	2	0	2	4	1	1	0	0	0
Fiji	3	33%	33%	1	0	1	3	1	2	0	0	0
Latvia	3	67%	33%	1	1	2	4	0	1	0	0	0
Lebanon	3	67%	0%	2	0	2	1	0	1	0	0	0
Qatar	3	0%	0%	0	0	0	3	0	3	0	0	0
Trinidad-Tobago	3	67%	0%	2	0	2	0	0	1	0	0	0
Zimbabwe	3	33%	0%	1	0	1	1	0	2	0	0	0
Cameroon	2	50%	0%	1	0	1	1	0	1	0	0	0
Ecuador	2	50%	0%	1	0	1	1	0	1	0	0	0
Iraq	2	50%	0%	1	0	1	3	0	1	0	0	0
Monaco	2	50%	0%	1	0	1	1	0	1	0	0	0
Mongolia	2	100%	0%	2	0	2	2	0	0	0	0	0
Namibia	2	50%	0%	1	0	1	1	0	1	0	0	0

COUNTRY	FEMALE						MALE			PREFER NOT TO SAY		
	Grand Total	Female	Student	Student			Student			Student		
				No	Yes	Total	No	Yes	Total	No	Yes	Total
Puerto Rico	2	100%	0%	2	0	2	0	0	0	0	0	0
Serbia	2	50%	0%	1	0	1	1	0	1	0	0	0
Algeria	1	0%	0%	0	0	0	1	0	1	0	0	0
Belarus	1	100%	0%	1	0	1	0	0	0	0	0	0
Bolivia	1	100%	0%	1	0	1	0	0	0	0	0	0
Bosnia and Herzegovina	1	100%	0%	1	0	1	0	0	0	0	0	0
Brunei	1	0%	0%	0	0	0	1	0	1	0	0	0
Cambodia	1	0%	0%	0	0	0	1	0	1	0	0	0
Costa Rica	1	100%	0%	1	0	1	0	0	0	0	0	0
Cuba	1	100%	0%	1	0	1	0	0	0	0	0	0
Egypt	1	100%	0%	1	0	1	0	0	0	0	0	0
Eswatini	1	100%	0%	1	0	1	0	0	0	0	0	0
Guatemala	1	0%	0%	0	0	0	1	0	1	0	0	0
Iceland	1	100%	100%	0	1	1	0	0	0	0	0	0
Kuwait	1	100%	0%	1	0	1	0	0	0	0	0	0
Kyrgyzstan	1	100%	0%	1	0	1	0	0	0	0	0	0
Maldives	1	100%	100%	0	1	1	0	0	0	0	0	0
Moldova	1	100%	0%	1	0	1	0	0	0	0	0	0
Palestine	1	0%	0%	0	0	0	1	0	1	0	0	0
Paraguay	1	0%	100%	0	0	0	0	1	1	0	0	0
Puerto Rico	1	100%	0%	1	0	1	0	0	0	0	0	0
Slovakia	1	0%	0%	0	0	0	0	0	0	1	0	1
Tajikistan	1	0%	0%	0	0	0	1	0	1	0	0	0
Uganda	1	0%	100%	0	0	0	0	1	1	0	0	0

COUNTRY	FEMALE						MALE			PREFER NOT TO SAY		
	Grand Total	Female	Student	Student			Student			Student		
				No	Yes	Total	No	Yes	Total	No	Yes	Total
Uzbekistan	1	0%	0%	0	0	0	1	0	1	0	0	0
Venezuela	1	0%	0%	0	0	0	1	0	1	0	0	0
GRAND TOTAL	4701	56%	24%	1975	662	2638	1559	446	2005	33	23	58

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ISA WORLD CONGRESS OF SOCIOLOGY

XX ISA World Congress of Sociology

XX ISA World Congress of Sociology



Resurgent Authoritarianism:
*Sociology of New Entanglements of
Religions, Politics, and Economies*

Melbourne, Australia | June 25-July 1, 2023
Melbourne Convention and Exhibition Centre
www.isa-sociology.org



[Congress Statistics](#)

[XX ISA World Congress of Sociology Photos](#)

[Book of Abstracts](#)

[Program Book](#)

[On-line Congress Program](#)

Acknowledgment of Country

The place known as Australia comprises the traditional estates of over 250 First Nations language groups (see [here](https://aiatsis.gov.au/explore/map-indigenous-australia) (https://aiatsis.gov.au/explore/map-indigenous-australia)

for a map). For nearly 50 years now, Australians have increasingly formally recognised the importance of Country and First Nations peoples' relationships and protocols for conducting business in Country.

Acknowledging Country shows respect for the Country, and the First Nations' continuing connections to Country. TASA and the ISA 2023 World Congress, too, wish the cultural protocols to be known to all and observed. The Country we meet on for this World Congress is called **Narrm**. It is the home of the **Kulin Nation Wurundjeri Woi Wurrung people**. We acknowledge their sovereignty and pay our respects to their elders and ancestors.

Resurgent Authoritarianism: The Sociology of New Entanglements of Religions, Politics, and Economies

The global rise of authoritarianism, as well as populism, xenophobia, and racism, makes our task as sociologists more crucial than ever. This dilemma is assisted by the gradual symbolic thickening of public culture through combinations of extreme nationalist and religious fervor.

What is the best way to analyze global resurgent authoritarianism? In addition to dealing with the scars of the colonial era, a postcolonial approach should be supplemented with another approach; we need to find ways to diagnose and resist this resurgence. This approach should take into account how authoritarianism affects not only our societies, but also our knowledge production. The self-centered and unspoken have become more important than the told and argued. We are concerned not only with the hard authoritarianism that heralds the brutalization of society and politics, but also the soft authoritarianism that often thrives in the shadow of neoliberalism, as the state moves deftly in the open or in secret to devise modes of governance that shore up its power against popular discontent.

A special interest of our Congress is how to disaggregate the Western, but also sociological, assumption of secularism as inherent in modern society and at the same time analytically dissociate the state from religion. While this separation is still a crucial pathway toward democracy and citizenship, the process needs to be problematized. We particularly look forward to discussing the promising avenues of inquiry within sociology and related disciplines about what have been termed 'post-secular societies' and 'multiple secularities'.

Thus the XX ISA World Congress of Sociology will focus on how sociologists worldwide can (and do) contribute to the understanding of the resurgent authoritarianism and analyze the new entanglements of religions, politics, and economies. It will also focus on how sociologists engage (physically and critically) in the formidable social movements we are witnessing today in different parts of the world and in a renascent civil society.

The XX ISA World Congress of Sociology in Melbourne, Australia, June 25-July 1, 2023 will be in a hybrid format. While we strongly advise and encourage everyone to come to Melbourne and enjoy in-person participation in the Congress, on-line presentations will also be possible. Oral sessions will be a mix of in-person and virtual presenters, based on the presenters preference. For further details see:

<https://www.isa-sociology.org/en/conferences/world-congress/melbourne-2023/deadlines-2023> (<https://www.isa-sociology.org/en/conferences/world-congress/melbourne-2023/deadlines-2023>)

Sari Hanafi, President of the International Sociological Association

Supported by



(<https://www.melbournecb.com.au/>)

XX ISA World Congress of Sociology

Melbourne, Australia | June 25-July 1, 2023
Melbourne Convention and Exhibition Centre



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Resurgent Authoritarianism:
*Sociology of New Entanglements of
Religions, Politics, and Economies*



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PDF poster 

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