



Society for the Study of Social Problems

In Pursuit of Social Justice

Disability Division Fall Newsletter October 2021

Greetings from the Disability Division Co-Chairs

Hello!

We hope this newsletter finds you all safe and well. As the world begins to open back up, we wish you well and hope you continue to be safe and healthy! With only a few months left until the new year, we hope you can make the most of it!

In this edition's newsletter, we will be announcing the Call for Papers for RSSD 14, announcing the official search for RSSD executive officer, and highlighting accomplishments of various division members.

We would like to also inform you to begin considering potential nominations for SSSP Co-Chair whose term will begin in August.

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Call for Papers:

Disabilities and the Life Course

Research in Social Science and Disability (RSSD), Volume 14
Edited by Heather Dillaway, Alexis Bender and Carrie Shandra
RSSD Series Editors: Barbara M. Altman and Sharon N. Barnartt

Life course analysis enables researchers to observe how individuals navigate a particular experience within one single moment as well as to consider how individuals go through sequential life stages and navigate a particular experience over time. An emphasis on the life course therefore allows us to see the immediate, cumulative, and/or longstanding effects of individuals' and groups' experiences. Emerging first in the 1960s, the life course perspective is a theoretical framework developed by several disciplines. Sociologists, anthropologists, social historians, demographers, social workers, economists, political scientists, and developmental psychologists, among others, have all worked to advance this theoretical lens in different ways. Collectively, scholars working in these disciplines have called attention to life transitions, turning points, and trajectories; historical time and sociocultural change; cohort and generational experiences; the impact of social locations over time; the timing of personal events and decisions; and how individuals can employ human agency in myriad ways across the life course. Life course scholars recognize that, depending on the exact life stage, different factors and contexts become important in shaping identity and experience as well as the ability to accomplish certain life transitions and events.

All individuals have storied lives that unfold across time and place. Impairments and disabilities also have varied meanings and implications depending on time, place, and other life contexts. That is, an individual's identity and experience of an impairment or disability at one moment could be very different from their identity and experience at later moment. At the same time, an entire cohort or generation of individuals with the same type of impairment or disability may face similar lived experiences in key moments, depending on historical context and opportunities created by contemporary technologies, institutions, policies, etc. Alternatively, individuals could experience the same moment very differently depending on their social locations, types and levels of impairment or disability, past experiences, and current life contexts. In this volume we aim to broaden the application of the life course perspective to explore the multiple ways impairments and disabilities factor across the life span and have diverse impacts in assorted life stages. In addition, we aim to highlight how individuals might think about, maneuver, and encounter impairments, or 'become disabled,' in a variety of ways depending on time, place, and life contexts.



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The purpose of this volume is to expand our knowledge of impairments and disabilities across the life course, both in terms of how they can change in form, meaning, and experience across time and life stage and how certain life course transitions and events can manifest differently or carry different meanings because of impairment or disability status. We hope to prioritize individuals' lived experiences as well. Finally, we seek to highlight commonalities and differences in identity and experience with special attention to intersecting social locations and the diversity of impairments and disabilities.

In this call, we seek theoretical, methodological, or empirical papers that explore individuals' experiences of impairments and disabilities using a life course lens, from the perspective of, and including literature linked to, a social science. Both quantitative and qualitative empirical submissions are encouraged. We welcome papers on a variety of topics including the following:

1. Cohort or generational differences in the experience of impairments and disabilities (e.g., persons who experience certain historical events or sociocultural changes and how they experience impairments and disabilities before and after those events or changes);
2. The impact of policy change on individuals' experiences of impairments or disabilities over time (e.g., how challenges and opportunities can change alongside policy);
3. Identity and experiences at particular life stages, during life transitions and/or turning points, as experienced by individuals with impairments and disabilities (e.g., starting school, entering puberty, leaving school, getting a first job, having a first relationship, having a first intimate experience, leaving home, making a residential move, becoming a parent, becoming a grandparent, sending children to school, changing one's marital status, dissolving relationships, changing jobs, retiring, blending households, experiencing death in the family, taking on caregiving roles in late adulthood, aging, acquiring chronic illness, migrating or immigrating, fleeing a homeland, coming out, COVID-19, instances of abuse or violence, etc.);
4. How congenital or acquired impairments and disabilities might be experienced differently, and therefore become differentially disabling, at different stages of the life course;
5. How the timing or onset of impairments and disabilities shape, or are shaped by, certain life trajectories (e.g., changes in relationships, paid work status, or residence may either increase or decrease individuals' opportunities to define or maneuver disabilities in particular ways);



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6. Interdependent lives: How relationships with others affect people's experiences of impairment and disability, of themselves or others, across the life course (e.g., how parents of a child with an impairment or disability may perceive and experience the world compared to those without, or how an individual with an involved and supportive partner may experience impairment or disability differently than someone who does not have that support);
7. Diversity in life course trajectories and transitions, as related to impairment or disability and intertwined other social locations, such as cohort or generation, social class, gender, race and ethnicity, sexuality, nationality, age, etc.;
8. Cumulative impact, or how experiences with one life transition can have an impact on subsequent transitions or events (i.e., cumulative advantage or disadvantage);
9. Historical analyses of experiences of particular impairments or disabilities over time;
10. Economic analyses of the impact of impairment or disability experience over time;
11. Theoretical formulations for studying impairments or disabilities and the life course; and
12. Methodological issues in the study of impairments or disabilities and the life course.

We are seeking expressions of interest to write a paper related to this theme. The due date for us to receive such expressions, in the form of an abstract, is November 15, 2021. Abstracts should contain expression of interest and commitment to submit a full paper. They should be approximately 500-1000 words and submitted as Word documents or PDFs. Abstracts should be organized in the following sections: Purpose, Approach, Findings (anticipated findings are sufficient at this stage), and Implications. Please send abstracts to Heather Dillaway at dillaway@wayne.edu.

Upon review of abstracts the editors will invite a subset of authors to submit a completed manuscript by April 15, 2022. The completed manuscripts, revised in final form after peer review, will be due by August 15, 2022. It is anticipated that Volume 14 will be published in 2023. All papers should adhere to the author guidelines for Emerald Press:

http://www.emeraldgroupublishing.com/products/ebooks/author_guidelines.htm.

Research in Social Science and Disability is a peer-reviewed book series edited by Barbara Altman and Sharon Barnartt and published by Emerald Group Publishing Limited, Bingley, UK. It is multidisciplinary based upon the social sciences and cross-cultural. Submissions should be

accessible to readers from multiple social science disciplines and to readers from multiple countries.



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SEARCH FOR THE NEXT SSSP EXECUTIVE OFFICER

The Society for the Study of Social Problems (SSSP) seeks applications for the position of Executive Officer, to begin at the conclusion of the Society's August 2022 Annual Meeting in Los Angeles. The SSSP is an interdisciplinary and international community of scholars, activists, practitioners, and students committed to social justice through social research. Applicants must be a current member of the Society. In coordination and consultation with the Board of Directors and the Administrative Officer and Meeting Manager, the Executive Officer ensures that the vision and mission of the Society is clear and guides the actions of the organization; oversees the day-to-day operations of the organization; serves as the organization's chief ambassador and organizational leader; assesses the personnel needs of the organization; ensures that the Society's flagship journal, *Social Problems*, receives the support required to remain one of the top journals in the discipline; cultivates relationships with other organizations engaged in social justice work; and performs other duties and responsibilities, as outlined in the detailed description of the Executive Officer's position posted on the SSSP website <https://www.sssp1.org/>. Candidates for the position must familiarize themselves with these duties and responsibilities and be committed to the SSSP's purposes and policies, including an expressed commitment to diversity and the creation of a safe, welcoming, and supportive space for all members and staff of the organization, and the staff of the venues at which the Society's meetings are held, as outlined in the Society's Anti-harassment Policy ([click here to access policy](#)). The position is a part-time position (20%), but the time required varies throughout the year and is most demanding in the months leading up to and at the Annual Meeting in August. The Executive Officer is compensated with a salary; fringe benefits; and a course release, if they are teaching and if it is approved by their employer -- and provided with a budget for job-related travel. Interested SSSP members in good standing may apply by submitting a letter of interest, CV, and a letter of support from the applicant's Department Chair and/or corresponding Dean of the prospective host institution, or appropriate official with budgetary authority in the prospective nonacademic host institution. The names and complete contact information of three other references must also be provided. The letter of interest should include the support the host institution is willing to provide for the prospective Executive Officer. Institutional support must be corroborated by the letters from the Dean and/or Department Chair, or the appropriate official with budgetary authority in nonacademic institutions.

Applications must be sent to the SSSP's Administrative Officer and Meeting Manager, Michele Koontz, at mkoontz3@utk.edu. Applications received by December 15, 2021 will receive full consideration. Finalists for the position will be notified no later than May 15. As a social justice organization, the SSSP seeks a diverse applicant pool for the position.



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Disability Division Session List 2022

Division Sessions

Title: Reimagining Disability Justice (THEMATIC)
Type: Critical Dialogue

Title: Disability in a Global Context
Type: Regular

Title: Disability Experience & Identity
Type: Regular

Co-Sponsored Sessions

Title: Disability & Work
Co-sponsor: Labor Studies
Type: Regular

Title: “Nothing About Us Without Us”: Intersections of
Disability, Race & Ethnicity
Co-Sponsor: Racial and Ethnic Minorities
Type: Regular

Title: Opioids, Chronic Pain & Disability
Co-Sponsor: Drinking & Drugs
Type: Regular



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Disability Division Session List 2022

Co-Sponsored Sessions Continued

Title: Disability, Technology & Accessibility
Co-sponsor: Environment & Technology
Type: Critical Dialogue

Title: Online Learning for Students with Disabilities:
Benefits and Drawbacks
Co-sponsor: Educational Problems
Type: Regular

Title: Disability, Family & Caregiving
Co-sponsor: Family
Type: Regular

Title: Feminist Disability Studies: New Challenges and
Opportunities
Co-sponsor: Gender
Type: Regular



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Critical Disability Studies Speaker Series

Presentations by Dr. Jeff Preston Ph.D. and Dr. Ann
Fudge Schormans Ph.D

The Community Rehabilitation and Disability Studies Program is pleased to present this year's speaker series.

The Critical Disability Studies Speaker Series provides the campus community with an engaging opportunity to listen and discuss recent research from scholars in the field. The Series highlights the work of scholars covering a variety of topics with the aim of moving us toward disability justice. All Speaker Series events are free. Registration is required to access virtual event links.

October 25th, 2021.

February 3rd, 2022

Location: Zoom

Register today on the BCR website

cumming.ucalgary.ca/bcr



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Announcement for Job Position

Assistant Professor- Sociology; Tampa, FL
Full-Time, Regular Faculty Position

Hiring Salary/Salary Range: Negotiable;

The Department of Sociology at the University of South Florida seeks candidates who specialize in social aspects of health, illness, and/or disability to fill a nine-month, full-time, tenure-earning position as Assistant Professor to begin August 7, 2022. This position aligns with two of USF's areas of strategic emphasis – health and social justice.

Minimum Qualification:

Ph.D. in Sociology from an accredited institution is required. Applications from individuals who are ABD accepted, but the degree must be conferred by appointment start date. Must meet university criteria for the rank of Assistant Professor.

Preferred Qualification:

Applications from scholars with research and teaching records in health inequities or health/disability-based inclusion/exclusion preferred. Preference also given to scholars who demonstrate success in publication, teaching, and potential for funding. A variety of epistemological and methodological approaches considered, and applications from qualitative sociologists are particularly encouraged. Members of groups traditionally underrepresented in academia are also especially encouraged to apply.

Information of Applicants

Teaching load for research productive tenured faculty in our doctoral granting department is typically 2/2, and we provide a one course per year reduction during the tenure-earning period. Our department is a multi-campus, multi-program unit with Tampa being the home campus for this position. Salary is negotiable. To apply, please visit <http://employment.usf.edu> and upload a single pdf containing the following materials in this order: 1. a cover letter (addressed to, Dr. S. Crawley, Search Committee Chair); 2. a CV, including the names and contact information for three references; 3. a research statement; 4. a teaching portfolio, including teaching philosophy and evidence of successful teaching; 5. a DEI statement (1-2 pages) that explains your experience with and commitments to working with diverse populations and promoting inclusive excellence; and 6. a writing sample. Incomplete applications will not be considered. Review of complete applications will begin promptly on November 7, 2021 and continue until the position is filled.