ELEVENTH INTERNATIONAL CONFERENCE ON NEW DIRECTIONS IN THE HUMANITIES

EÖTVÖS LORÁND UNIVERSITY
BUDAPEST, HUNGARY

19-21 JUNE 2013

www.thehumanities.com
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NEW DIRECTIONS IN THE HUMANITIES
Letter from Conference Host

Dear Humanities Conference Delegates,

Welcome to the Eleventh International Conference on New Directions in the Humanities. The Humanities Conference explores the future of the humanities in an intellectual and social milieu that all-too-often is dominated by the logics of economy and techno-science. What are the distinctive characteristics of humanities thinking, inquiry and teaching? Under what terms can the humanities make a claim to significance?

The conference represents a marvelous collage of specific instances of study in the humanities and presentations that think in more general terms about the character of the humanities. Over the past eleven years, the Humanities Conference has established a reputation as a focal point for new ideas and new practices in humanities research and teaching. The conference was held at the University of the Aegean in Rhodes, Greece in 2003; Monash University Centre, Prato, Italy in 2004; Cambridge University, Cambridge, UK in 2005; University of Carthage in Tunis, Tunisia in 2006; The American University of Paris, Paris, France in 2007; Fatih University, Istanbul, Turkey in 2008; the Friendship Hotel in Beijing, China in 2009; the University of California, Los Angeles, USA in 2010; the Universidad de Granada, Granada, Spain in 2011; the Centre Mont Royal in Montreal, Canada in 2012; and next year we are pleased to hold the conference at the Universidad CEU San Pablo in Madrid, Spain, 11-13 June 2014.

In addition to organizing the Humanities Conference, Common Ground publishes papers from the conference at www.Humanities-Journal.com, and we encourage all conference participants to submit a paper based on their conference presentation for peer review and possible publication in the journal. We also publish books at http://thehumanities.com in both print and electronic formats. We would like to invite conference participants to develop publishing proposals for original works, or for edited collections of papers drawn from the journal which address an identified theme.

Common Ground also organizes conferences and publishes journals in other areas of critical intellectual human concern, including diversity, museums, technology, learning and the arts, to name several (http://commongroundpublishing.com). Our aim is to create new forms of knowledge community, where people meet in person and also remain connected virtually, making the most of the potentials for access using digital media. We are committed to creating a more accessible, open and reliable peer review process. Alongside opportunities for well-known academics, we are creating new publication openings for academics from developing countries, for emerging scholars and for researchers from institutions that are historically teaching-focused.

A personal thank you goes to our Common Ground colleagues who have put such a significant amount of work into this conference: Rachael Arcario, Jamie Burns, Emily Kasak, Ana Quintana, and Kathryn Weisbaum.

We wish you the best for this conference and hope it will provide you every opportunity for dialogue with colleagues from around the corner and around the globe.

Yours Sincerely,

Bill Cope
Director, Common Ground Publishing
Research Professor, Education Policy, Organization, and Leadership
University of Illinois, Urbana-Champaign, USA
About Common Ground

MISSION: Common Ground Publishing aims to enable all people to participate in creating collaborative knowledge and to share that knowledge with the greater world. Through our academic conferences, peer-reviewed journals and books, and innovative software, we build transformative knowledge communities and provide platforms for meaningful interactions across diverse media.

PHILOSOPHY: Common Ground is committed to building dynamic knowledge communities that meet regularly in face-to-face interaction, connect in a virtual community of web spaces, blogs and newsfeeds, and publish in fully refereed academic journals. In this way, we are bringing to the fore our commitment to explore new ways of making and disseminating academic knowledge. We believe that the Internet promises a revolution in the means of production and distribution of knowledge, a promise, as of yet, only partially realized. This is why we are working to expand social and technical frontiers in the production of text, so that academic publishing gains the immediacy, speed and accessibility of the web whilst nevertheless maintaining—and we would hope enhancing—the intellectual standards of legacy peer refereed journals. To support these kinds of emerging knowledge communities, Common Ground continues to have an ambitious research and development agenda, creating cutting edge ‘social web’ technologies and exploring new relationships of knowledge validation.

CONNECTING THE GLOBAL WITH THE LOCAL: Common Ground conferences connect with different host universities and local communities each year, seeking fresh perspectives on questions of global concern. In recent years, we have worked with a wide range of educational institutions including (to list just a few): Beijing Normal University; The Australian National University; The University of London; The Institute for Pedagogical Sciences, Cuba; University of California, Los Angeles; The University of Cambridge, UK; The University of Carthage, Tunisia; Columbia University, New York; Singapore Management University; McGill University, Montreal; The University of Edinburgh, Scotland; and New York University in New York City. At conference sites, we bring the global to the local—academics, researchers and practitioners from around the world gather to discuss conference topics. At the same time, we also bring the local to the global, as local academics and community leaders speak from the perspective of local knowledge and experience. For links to each our twenty-four knowledge communities, visit www.commongroundpublishing.com.

Humanities Conference & Knowledge Community

At a time when knowledge communities are being redefined and disciplinary boundaries challenged, Common Ground aims to develop innovative spaces for knowledge creation and sharing. Through our conferences, journals and online presence we attempt to mix traditional face-to-face interaction with new ‘social web’ technologies. This is a part of our attempt to develop new modes of deliberation and new media for the dissemination of ideas. Common Ground is founded upon and driven by an ambitious research and knowledge design agenda, aiming to contest and disrupt closed and top-down systems of knowledge formation. We seek to merge physical and online communities in a way that brings out the strengths in both worlds. Common Ground and our partners endeavour to engage in the tensions and possibilities of this transformative moment. We provide three core ways in which we aim to foster this community:

Present: You have already made the first step and are in attendance. We hope this conference provides a valuable source of feedback for your current work and the possible seeds for future individual and collaborative projects. We hope your session is the start of a conversation that continues on past the last day of the conference.

Publish: We also encourage you to publish your article in the Humanities Collection. In this way, you may share the finished outcome of your presentation with other participants and members of the Humanities Community. You also have access to the complete works of the Humanities Collection in which the published work of participants from the conference who submitted papers may be found.

Engage with the Community Online: Each conference presenter is provided a personal CGPublisher website with public and private spaces where you are able to post your photo, biography, and CV; make links to other sites of personal interest; and create a space where collaborators may be invited to access and comment on your works-in-progress. In addition, you can contribute to the online community via our blog, email newsletter and social networking sites.

- The Blog and links to other social networking sites can be found at http://thehumanities.com/the-latest-news.
- Email Newsletters: Please send suggested links for news items with a subject line ‘Email Newsletter Suggestion’ to support@thehumanities.com. The email newsletter will be sent to all conference participants.
- Facebook: Find us on Facebook at: https://www.facebook.com/TheHumanities.CG
- Twitter: You can now follow the Humanities Community on Twitter: @humanitiescomm
- YouTube Channel: View online presentations from our CGPublisher Youtube station at http://www.youtube.com/user/CGPublishing. Create your own YouTube presentation with a link to your session description on the conference website, and (if your paper is accepted to the journal), a link to the abstract of your article on the journal website. See instructions at http://thehumanities.com/the-conference/types-of-conference-sessions/online-presentations.
THEMES

THEME 1: CRITICAL CULTURAL STUDIES
Exploring ways to broaden the scope of the humanities and creating a wider critical canvas through cultural studies. Examining critical perspectives on academic disciplines; how traditional disciplines remain constant or must respond to changes in humans’ relationships to each other, to society, technology, and the environment. Considering ways of knowing, shifts in conceptual frameworks and research methodologies. Proposing new directions for humanities studies. Articles publish into *The International Journal of Critical Cultural Studies*.

THEME 2: COMMUNICATIONS AND LINGUISTIC STUDIES
Examining the forms and effects of human representation and communication. Articles publish into *The International Journal of Communication and Linguistic Studies*.

THEME 3: LITERARY HUMANITIES
Analyses of literatures and literary practices, to stabilize bodies of work in traditions and genres, or to unsettle received expressive forms and cultural contexts. Examining changes over time in conceptual frameworks, ways of knowing, and ways of seeing. Articles publish into *The International Journal of Literary Humanities*.

THEME 4: CIVIC, POLITICAL, AND COMMUNITY STUDIES
Social studies in the humanities, where the humanities meet the ‘social sciences’. Affinities and affiliations and their impacts on relationships within and across cultures. Issues of policy, governance, and controls over populations within and across nations. The human condition in an era of globalization. Articles publish into *The International Journal of Civic, Political, and Community Studies*.

THEME 5: HUMANITIES EDUCATION
On theories and practices of teaching and learning in the disciplines of the humanities and humanistic social sciences. General and subject-specific pedagogy. Articles publish into *The International Journal of Humanities Education*. 
Session Descriptions

SESSION GUIDELINES
CHAIRING OF PARALLEL SESSIONS
Common Ground usually provides graduate students to chair all of the parallel sessions. If you wish, you are welcome to chair your own session, or provide your own chair or facilitator for your session. The chair’s role is to introduce the presenter and keep the presentation within the time limit.

PROGRAM CHANGES
Please see the notice board near the conference registration desk for any changes to the printed program (e.g., session additions, deletions, time changes, etc.). If a presenter has not arrived at a session within 5 minutes of the scheduled start time, we recommend that participants join another session. Please inform the registration desk of ‘no-shows’ whenever possible.

SESSION TYPES
PLENARY
Plenary sessions are by some of the world’s leading thinkers. As a general rule, there are no questions or discussion during these sessions. Instead, plenary speakers answer questions and participate in discussions during their Garden Sessions (see below).

GARDEN SESSIONS
Garden Sessions are unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them informally about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors.

PAPER PRESENTATIONS IN THEMED SESSIONS
Paper presentations are grouped by general themes or topics into Themed Sessions. Each presenter in the session makes a formal fifteen-minute presentation of their work; Q&A and group discussion follow after all have presented. Each presenter’s formal, written article will be available to participants if accepted to the journal.

WORKSHOP/INTERACTIVE SESSION
Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate – all involving substantial interaction with the audience. A single article (jointly authored, if appropriate) may be submitted to the journal based on a workshop session.

COLLOQUIUM
Colloquium sessions consist of five or more short presentations with audience interaction. A single article or multiple articles may be submitted to the journal based on the content of a colloquium session.

POSTER SESSIONS
Poster sessions present preliminary results of works in progress or for projects that lend themselves to visual displays and representations. These sessions allow for engagement in informal discussions about the work with other delegates throughout the session.

ROUNDTABLE DISCUSSIONS
Roundtables are best suited for topics that generate, or benefit from, extended discussion. Authors are each assigned a numbered table in a large meeting room for a full 50 minutes, during which time they converse and interact with interested delegates who join them at their table. Multiple authors of a single paper may participate, and one article per roundtable may be submitted to the journal.

TALKING CIRCLES
Talking circles are meetings of minds, often around points of difference or difficulty. They are common in indigenous cultures. The inherent tension of these meetings is balanced by protocols of listening and respect for varied viewpoints. From this, rather than criticism and confrontation, productive possibilities may emerge. The purpose of the Talking Circles is to give shape to a conference that is wide-ranging in its scope and broad-minded in its interests. They also give people an opportunity to interact around the key ideas of the conference away from the formalities of the plenary and parallel sessions. They are places for the cross-fertilization of ideas, where cycles of conversation are begun, and relationships and networks formed. Talking Circles are not designed to force consensus or even to strive towards commonality. Their intention is, in the first instance, to find a common ground of shared meanings and experiences in which differences are recognized and respected. Their outcome is not closure in the form of answers, but an openness that points in the direction of pertinent questions.
CONFERENCE PROGRAM
Daily Program: Schedule-at-a-Glance

WEDNESDAY, 19 JUNE

8:00-9:00  Conference Registration Desk Open
9:00-9:20  Conference Opening – Kathryn Weisbaum
9:20-9:55  Plenary Session – Anna Gács
9:55-10:30 Plenary Session – Claire Warwick
10:30-11:05 Garden Conversation and Coffee Break – Featuring Anna Gács and Claire Warwick
11:05-11:15 Move to Parallel Sessions
11:15-11:55 Talking Circles
11:55-12:55 Lunch
12:55-13:05 Move to Parallel Sessions
13:05-14:45 Parallel Sessions (1)
14:45-15:00 Coffee Break
15:00-17:05 Parallel Sessions (2)
17:15-18:45 Welcome Reception

THURSDAY, 20 JUNE

8:45-9:30  Registration Desk Open
9:35-10:10 Plenary Session – Antal Örkény
10:10-10:45 Plenary Session – Jasmina Lukić
10:45-11:20 Garden Conversation and Coffee Break – Featuring Antal Örkény and Jasmina Lukić
11:20-12:10 Parallel Sessions (3) – Poster Sessions & Roundtables (Plenary Room); Workshops (Parallel Session Building)
12:10-13:00 Lunch
13:00-13:10 Move to Parallel Sessions
13:10-15:15 Parallel Sessions (4)
15:15-15:30 Coffee Break
15:30-17:10 Parallel Sessions (5)
19:00-22:00 Danube Palace Conference Dinner

FRIDAY, 21 JUNE

8:30-9:00  Registration Desk Open
9:00-9:35  Plenary Session – Patricia Leavy
9:35-10:10 Plenary Session – Katalin Orbán
10:10-10:45 Garden Conversation – Featuring Patricia Leavy and Katalin Orbán
10:45-10:55 Move to Parallel Sessions
10:55-12:35 Parallel Sessions (6)
12:45-13:15 Talking Circles
13:15-13:55 Lunch
13:55-14:05 Move to Parallel Sessions
14:05-15:45 Parallel Sessions (7)
15:50-16:20 Conference Closing – Kathryn Weisbaum
Conference Highlights & Events

CONFERENCE DINNER

Danube Palace – Thursday, 20 June, 19:00-22:00
Join your colleagues and fellow delegates for a 4-course banquet dinner, including wine and beer, in this historic place of Hungarian cultural heritage.

The Danube Palace was built between 1883 and 1885 in a splendid Neo-Baroque style according to the plans of Vilmos Freund and by architect Géza Márkus. It was founded by Miksa Falk, who was also its first president. At that time it was known as the casino of Lipótváros – but not in the sense of gambling, but an aristocratic club for entertainment. The external facade is made by Mészáros and Gerstenberger and the architectural style of the building is Neo-Baroque. The murals on the walls of the theatre were painted by Lajos Márk. From when it was built until the Second World War the Palace served as a place of culture, financed opera performances and artistic exhibitions, supported many young artists, and even Bartók, Kodály, Dvorák played in its first-class concert hall. Since 1951 the building has been carrying out the cultural programs of the Ministry of Internal Affairs. Nowadays the beautiful halls and rooms of the Danube Palace host cultural and social events, theater performances, and welcome receptions for diplomats arriving to Budapest.

Limited spaces at the dinner are still available. Please reserve or confirm your ticket for the dinner at the conference registration desk.

WELCOME RECEPTION

Welcome Reception – Gólyavár Conference Center – Wednesday, 19 June, 17:15-18:45
The Humanities Conference welcomes you to Budapest! Please join us for a Welcome Reception at the end of the first day of the conference. Join your colleagues for hors d’oeuvres and drinks to connect, converse, and carry on our conversations from the day!

TOURS

Budapest Heritage Walking Tour with Guide and River Cruise – Tuesday, 18 June, 9:00-13:20
Budapest Sightseeing Tour by Night – Friday, 21 June, 20:00-23:00

Our private, air-conditioned bus will pick up guests just in front of the Mercure Budapest Korona Hotel.

The group will visit all the breathtaking places of Budapest and stop for a few short walks (Heroes Square, Basilica, Castle District), where there will be the chance to take photographs at all of the best places. We will take the private bus to the Castle District and visit the Fisherman’s Bastion and the Mathias Church, and more. The Castle District and the whole riverside are a part of the World Heritage List. At the end of this walking tour we offer bus transfer from the hill back to the Hotel.

Limited spaces for the tour are still available. Please reserve or confirm your ticket for the dinner at the registration desk.
Plenary Speakers

Anna Gács is an Associate Professor at the Institute for Art Theory and Media Studies at Eötvös Loránd University in Budapest, Hungary. She studied Literature and Art Theory and wrote her PhD about the problem of authorship in literature, which was published in 2002. In 1999-2000 she worked as the Hungarian lector at School of Slavonic and East European Studies, University College of London. Her research interest covers contemporary literature and culture, digitalisation and literary culture, literary and media theory, construction of authority in contemporary culture. Beside reviews and essays, she’s published translations from English (e.g. Germaine Greer, Jeanette Winterson, Ian McEwan and Julian Barnes).

Patricia Leavy is a well-known author and arts-based researcher with a dozen books to her credit. Among her publications she is the author of Fiction as Research (Left Coast Press), Essentials of Transdisciplinary Research: Using Problem-Centered Methodologies (Left Coast Press), Oral History: Understanding Qualitative Research (Oxford University Press), Method Meets Art: Arts-Based Research Practice (Guilford Press) and the research-informed novel Low-Fat Love (Sense Publishers). Oxford University Press hand-picked Dr. Leavy to serve as editor for their book series: Understanding Qualitative Research. Dr. Leavy is also the series editor for the cutting-edge Sense Publishers book series Social Fictions which publishes novels, plays and short story collections that are informed by research and teaching experiences. She recently announced the development of a third book series she is editing: Teaching Gender (also with Sense Publishers). In an effort to make research more accessible to the public Dr. Leavy has appeared as a guest on national news programs in the United States (for example, Glenn Beck and Lou Dobbs Tonight on CNN) and is regularly quoted in international, national and local print news (such as The New York Times, USA Today and The Boston Globe). She regularly contributes articles to the Huffington Post and other online and print newspapers and magazines.

After receiving several prestigious awards and fellowships Dr. Leavy earned her PhD in Sociology at Boston College in 2002. Dr. Leavy was a tenured Associate Professor of Sociology at Stonehill College from 2002-2012 where she also served as Founding Director of the Gender Studies Program and the Chairperson of the Sociology & Criminology Department. Dr. Leavy previously taught at Boston College, Northeastern University and Curry College. She now writes full-time and offers a variety of book talks, invited lectures and workshops. In recognition of her extraordinary contributions to the discipline of sociology The New England Sociological Association named Leavy the 2010 “New England Sociologist of the Year.” Dr. Leavy has also been nominated for the International Congress of Qualitative Inquiry’s Lifetime Achievement Award. Please visit www.patricialeavy.com for more information.

Jasmina Lukić is an Associate Professor, Head Department of Gender Studies (since 2009) and the CEU coordinator for Erasmus Mundus MA Program in Women’s Studies and Gender Studies GEMMA (since 2005). She has been a co-founder and the editor in chief of the journal for feminist theory Ženske studije (Beograd 1996-1999) and an associate editor of The European Journal of Women’s Studies (1999-2009). She is a member of the editorial board of Aspasia International Yearbook on Interdisciplinary Women’s and Gender history (since 2006). Her research interests are in literary and cultural studies, and in South-Slavic literatures. She has published a number of articles and book chapters in English, Serbian and Croatian. Her publications include a collection of critical studies Drugo lice (The Other Face, Beograd 1984), and a monograph Metapozna: čitanje žanra (Metafiction: Reading the Genre, Beograd 2001). Together with Joanna Regulska and Darja Zavirsek she has edited a volume Women and Citizenship in Central and Eastern Europe (2006). She has also edited a Special Issue of European Journal of Women’s Studies on Women, Identity, and Identification: “Who are I” (2003) and a Special Issue of European Journal of Women’s Studies on Writing across Borders (with Paola Bono, 2009).

Katalin Orbán, PhD, writes on the ethics of representation and narrative, issues related to trauma and memory studies, and visual narrative. Her article "Trauma and Visuality: Art Spiegelman's Comic Books about the Holocaust and 9/11" (2006) was published in Representations. Her book Ethical Diversions: The Post-Holocaust Narratives of Pynchon, Abish, DeLillo, and Spiegelman (Routledge, 2005) discusses narrative form, memory, and posthumanist ethics. Prior to joining the Art Theory and Media Institute of Eötvös Loránd University as an Assttant Professor, Katalin Orbán taught in the interdisciplinary honors program of the National University of Singapore and in the Writing Program of Harvard University among others.

Antal Örkény is professor of sociology at the Social Sciences Faculty of the Eotvos Loránd University of Budapest. Since 1996 Antal Orkeny is the chair of the ELTE-UNESCO Minority Studies Department which offers an MA program in ethnic and minority studies, from 2006 he is the director of the Institute for Social Relations including three departments (Minority Studies, Social Psychology, Cultural Anthropology), and from 2011 he is heading the Post Graduate (PhD) Program in social sciences at the ELTE.

His major research fields are cross-national surveys on popular perceptions of social Justice, national identity and national stereotypes, and inter-ethnic relations. Two books of him were published in English: one in 1992 with Gyorgy Csepeli, titled

Claire Warwick is a Professor of Digital Humanities and Head of the Department of Information Studies at University College London; Co-Director of the UCL Centre for Digital Humanities; and Vice-Dean for Research for the Faculty of Arts and Humanities.

Her research is in the area of digital humanities, and she is particularly interested in the way that digital resources are used in the humanities and cultural heritage; in the use of social media in these areas; and in reading behaviour in physical and digital spaces. She has led, or collaborated on several digital humanities research projects, for example the INKE project and the QRator project.

She supervises PhD students at UCLDH working on various topics in digital humanities and social media. She also serves on various advisory boards, for example Digital Manuscripts to Europeana (DM2E), and is a member of the Comite Scientifique du Fondation Campus Condorcet. She was chair of the International Programme Committee for the Digital Humanities 2009 conference and a member of the Arts and Humanities Research Council Peer Review College for Librarianship, Information and Museum Studies from 2009-2012.
Graduate Scholars

Graduate scholars contribute to the flow and overall success of the conference. Their key responsibilities include chairing the parallel sessions, keeping the conference on schedule, providing audio-visual technical assistance and assisting with the registration process.

We would like to thank the following Graduate Scholars who participated in the 2013 Humanities Conference.

Christine Atchison is a young aspiring scholar currently completing her Ph.D. at Kingston University, Kingston upon Thames, United Kingdom. Christine completed her Masters of Arts degree at Queen's University, Kingston, Ontario, Canada and her Bachelor of Arts degree at the University of Western Ontario, London, Ontario, Canada. Her research focus, which combines two of her greatest passions, is religion and popular culture, specifically comic books. She has been blessed with dedicated primary and secondary supervisors (Dr. Will Brooker (Kingston), Dr. Catherine O’Brien (Kingston), Dr. Jason Kelly (Queen’s), Dr. Richard Ascough (Queen’s)) who share her passions and inspire much of her work.

Simone Elias is currently pursuing a Doctoral degree in Education with concentration in Organizational Leadership Studies at Northeastern University in Boston Massachusetts, where she also teaches all levels of Portuguese language to undergraduate students, and leads Dialogues of Civilizations to Brazil and Portugal. Simone received a Bachelors degree in Business Administration with concentration in Entrepreneurship from the Faculdade de Estudos Administrativos in Minas Gerais, Brazil, and a Masters Degree in Instructional Technology from Cambridge College in Massachusetts, the United States. In 2012 and 2013 Simone was nominated for Northeastern University-wide Excellence in Teaching Award and voted a favorite professor by students for the 2012 Cauldron Yearbook. She was also awarded the Academic Excellence Award at the doctoral level in 2012. Simone’s scholarly broad areas of interest are hybrid education of languages and multiculturalist.

Rita Filanti holds an MA in Foreign Languages and Literatures and an MA in Arts and Sciences from the Università di Bari, Italy. She has received a postgraduate qualification in Theory and Practice of Translation from Università “La Sapienza”, Rome, and has been a Visiting Lecturer of English and Italian for many years in Italy, Australia and the US. She has translated into Italian an anthology of contemporary American poetry, La Luce Migliore (Milan: Medusa, 2006) and edited numerous translations from Italian into English. Her essay “Resisting homogenization: Giorgio Bassani translates James M. Cain” has recently been included in Palimpsestes/26(Paris: Nouvelle Sorbonne Presse, 2013). Rita is currently completing her PhD dissertation in Translation Studies at the Università di Bari. Her research focuses on the theory and practice of literary translation, the ethics of translation, and the notions of authorship and originality as applied to second-order creation(s).

Kathryn Harden-Thew is currently completing her PhD in the Faculty of Social Sciences, University of Wollongong (UOW), Australia. Kathryn also works part time as the Communications Officer for the Interdisciplinary Educational Research Institute, UOW. She holds a Masters of Education (TESOL, UOW) and a BADipEd from the University of New England. Her research interests include issues of social inclusion, barriers to educational success for bilingual children and transition to school. Using a narrative approach in her research, Kathryn’s work focusses on the theoretical and practical aspects of revealing the voices of participants, especially children, from groups often neglected within Australian educational settings.

Rebecca Higgie is a doctoral student at Curtin University in Perth, Western Australia. Her research explores the interplay between satire and contemporary politics, particularly in how televiusal and online satirical texts contribute to the evolving nature of political discourse. As an undergraduate, she majored in creative writing and her poetry and personal essays have appeared in a number of local Australian publications. During her honours year, she developed a passion for cultural studies and has since been dedicated to the study of texts that envisage and engage with politics in unconventional and often mischievous ways.

Katalin Kis is a third-year Ph.D. student in Comparative Gender Studies at Central European University, Budapest, Hungary. She received her M.A. degrees in Psychology, as Teacher of Psychology, in Film Studies, and as Teacher of Film Studies at Eötvös Lorand University, Budapest, Hungary, and in Gender Studies at Central European University. Her main research interests are gender, sexuality, queer theory, film theory, cultural studies, and critical theory. More particularly, in her recent publications and presentations she has focused on American mainstream cinema and television, and on Hungarian art and popular cinema and television from a queer feminist perspective. She is currently working on her dissertation that aims at a queer feminist rethinking of authenticity and performativity through a theoretical conceptualization and cinematic analysis of identity fraud.

Amanda McCorkindale is a PhD candidate in the Humanitarian and Conflict Response Institute at the University of Manchester. Her past education includes a Masters of Art from the Humanitarian and Conflict Response Institute at the University of Manchester; a Masters of Science in Secondary Social Studies Education from Hofstra University; and a Bachelors of Arts in History from the University of Massachusetts Amherst. Her teaching experience ranges from the secondary to postgraduate levels and include schools in New York, Scotland and England.

Her research interests include: the student experience of humanitarian issues, the direction of development and citizenship education, the rise of modern day humanitarian organizations, the role of NGOs in the classroom and interdisciplinary approaches to humanitarian learning.

Anastasia A. Preobrazhenskaya is a Masters student in the National Research University Higher School of Economics, Moscow, majoring in Comparative literature. In 2012, she graduated from the Ulyanovsk State University where she studied Linguistics and Translation. During her university years she actively participated in various linguistic and literature conferences in Ulyanovsk and other cities. In 2010, she was awarded 2nd place in the journalistic competition. In 2011, she won the Governor's scholarship and implemented her own project in youth informal education. Currently, she is working as an English teacher in a private language school and as a translator at the Faculty of Plastic and Reconstructive Surgery, Cosmetology and Cell Technologies of the Pirogov First Russian Medical University. After completing her Masters studies, she is planning to continue her education at the doctoral level.


Jennifer White is a doctoral student in the Humanities program at the University of Louisville in Louisville, Kentucky. She holds a BA in English from SUNY Potsdam in Potsdam, New York and a MA in English from the University of Louisville. Jennifer teaches courses in Humanities and Women’s and Gender Studies as well as English Composition. Her primary research uses phenomenology as a lens to view how colonial law, Puritan ministers, and dying narratives construct the postpartum female body of women convicted of infanticide as sites of sexual knowledge in Colonial America. Her work has also led her to present interdisciplinary research involving contemporary issues of the body and motherhood in American culture.

Wei Zhao is a doctoral student in the School of Architecture, at the University of Illinois at Urbana-Champaign, IL, USA. Zhao did her undergraduate study at Tsinghua University, Beijing, China. She received her Master of Architecture degree from Syracuse University, NY, USA. She became a registered architect and practiced in the United States for many years. Before starting her doctoral study, Zhao taught at Iowa State University for two years and completed a one-year research fellowship at Tsinghua University on Chinese vernacular architecture. Zhao has significant field experience with Chinese vernacular architecture. Her long-term research focuses on social and cultural impacts on Chinese vernacular architecture, and her doctoral dissertation is to examine the meaning of home for people living in vernacular built environment in rural China.
Advisory Board

- Patrick Baert, Cambridge University, Cambridge, UK
- David Christian, San Diego State University, San Diego, USA
- Joan Copjec, State University of New York, Buffalo, USA
- Alice Craven, American University of Paris, Paris, France
- Michel Demyen, University of Victoria, Victoria, Canada
- Mick Dodson, Australian National University, Canberra, Australia
- Oliver Feltham, American University of Paris, Paris, France
- Clyde R. Forsberg Jr., Oxford College/Aletheia University, Tamsui, Taiwan
- Stephen French Gilson, University of Maine, Orono, USA
- Hafedh Hallia, Institut Supérieur des Langues de Tunis, Tunis, Tunisia
- Souad Hallia, University of Tunis, Tunis, Tunisia
- Ted Honderich, University College, London, UK
- Paul James, Globalism Institute, RMIT University, Melbourne, Australia
- Asunción López-Varela Azcárate, Universidad Complutense de Madrid, Madrid, España
- Eleni Karantzola, University of the Aegean, Rhodes, Greece
- Krishan Kumar, University of Virginia, Charlottesville, USA
- Marion Ledwig, University of Nevada, Las Vegas, USA
- Greg Levine, Macquarie University, Sydney, Australia
- Harry R. Lewis, Harvard University, Cambridge, USA
- Juliet Mitchell, Cambridge University, Cambridge, UK
- Tom Nairn, Globalism Institute, RMIT University, Melbourne, Australia
- Nikos Papastergiadis, University of Melbourne, Melbourne, Australia
- Scott Schaffer, University of Western Ontario, London, Canada
- Jeffrey T. Schnapp, Stanford University, Stanford, USA
- Gayatri Chakravorty Spivak, Columbia University, New York, USA
- Bassam Tibi, University of Goettingen, Goettingen, Germany and Cornell University, Ithaca, USA
- Giorgos Tsiakalos, Aristotle University of Thessaloniki, Thessaloniki, Greece
- Cheryl A. Wells, University of Wyoming, Laramie, USA
- Zhang Zhiqiang, Nanjing University, Nanjing, People’s Republic of China
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Scholar quick start guide:

2) Enter a “blip” (a very brief one-sentence description of yourself).
3) Click on the “Find and join communities” link located under the YOUR COMMUNITIES heading (On the left hand navigation bar).
4) Search for a community to join or create your own.
Scholar next steps – build your academic profile:

- **About**: Information about yourself, including a linked CV in the top, dark blue bar.
- **Interests**: Searchable information so others with similar interests can locate you.
- **Peers**: Invite others to connect as a peer and keep up with their work.
- **Shares**: Make your page a comprehensive portfolio of your work by adding publications in the Shares area - be these full text copies of works in cases where you have permission, or a link to a bookstore, library or publisher listing. If you choose Common Ground’s hybrid open access option, you may post the final version of your work here, available to anyone on the web if you select the ‘make my site public’ option.
- **Image**: Add a photograph of yourself to this page; hover over the temporary avatar and you will see a little pencil/edit icon to select.
- **Publisher**: All Common Ground community members have free access to our peer review space for their courses. Here they can arrange for students to write multimodal essays or reports in the Creator space (including image, video, audio, dataset or any other file), manage student peer review, co-ordinate assessments, and share students’ works by publishing them to the Community space.

![Scholar]

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*Use Scholar to Support Your Teaching*

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Scholar also answers one of the most fundamental questions students and instructors have of their performance, "How am I doing?" Typical modes of assessment often answer this question either too late to matter or in a way that is not clear or comprehensive enough to meaningfully contribute to better performance.

A collaborative research and development project between Common Ground and the College of Education at the University of Illinois, Scholar contains a knowledge community space, a multimedia web writing space, a formative assessment environment that facilitates peer review, and a dashboard with aggregated machine and human formative and summative writing assessment data.

The following Scholar features are only available to Common Ground Knowledge Community members as part of their membership. Please email us at support@cgscholar.com if you would like the complimentary educator account that comes with participation in a Common Ground conference.

- Create projects for groups of students, involving draft, peer review, revision and publication.
- Publish student works to each student’s personal portfolio space, accessible through the web for class discussion.
- Create and distribute surveys.
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Scholar is a generation beyond learning management systems. It is what we term a **Digital Learning Platform**, it transforms learning by engaging students in powerfully horizontal ‘social knowledge’ relationships.

For more information, visit: http://learning.cgscholar.com.
Wednesday
08:00-09:00

CONFERENCE REGISTRATION OPEN

09:00-09:20

CONFERENCE OPENING - Kathryn Weisbaum, Common Ground Publishing, USA

09:20-09:55

PLENARY SESSION - Anna Gács, Institute for Art Theory and Media Studies, Eötvös Loránd University, Budapest, Hungary
"Exemplary Lives and the Omnipresence of Autobiography"

09:55-10:30

PLENARY SESSION - Claire Warwick, Digital Humanities and Head of the Department of Information Studies, University College London, London, UK
"Conversation, Augmentation, Conversation: New Directions in Digital Humanities"

10:30-11:05

GARDEN SESSION & COFFEE BREAK - Featuring Anna Gács and Claire Warwick

11:05-11:15

MOVE TO PARALLEL SESSIONS

11:15-11:55

TALKING CIRCLES (Themes listed below)
Room 1: Critical Cultural Studies
Room 2: Communications and Linguistics Studies
Room 3: Literary Humanities
Room 4: Civic, Political, and Community Studies
Room 5: Humanities Education

11:55-12:55

LUNCH
(Wednesday)

12:55-13:05

**MOVE TO PARALLEL SESSIONS**

13:05-14:45

**QUESTIONS OF GENDER IN LITERATURE**

Room 01

**Doris Lessing’s Archetypal Short Fiction: “Dialogue” and “One off the Short List”**

Dr. Sharon Rose Wilson, University of Northern Colorado, United States

Despite winning the Nobel Prize for literature, Doris Lessing is usually not seen as a canonical writer. Her impressionist and archetypal short fiction needs attention.

**From Ruth Snyder to Young Woman: Sophie Treadwell’s Feminist Rewriting of the Crime of the Century**

Rita Filanti, University of Bari, Italy

Produced in New York (1928), Sophie Treadwell's "Machinal" attempted an interpretation of the infamous Ruth Snyder's criminal case. A non-conventional playwright, Treadwell offered an alternative view on the woman’s culpability.

**"Part of the Mute Melancholy Landscape": Edith Wharton's "Ethan Frome"**

Dr. Rita Bode, Trent University, Canada

This paper analyzes "Ethan Frome" through environmental criticism and disability theory to suggest Wharton’s understanding of material agency and her concerns with economy and gender in a rural world.

**"Till This Moment, I Never Knew Myself": Developing Consciousness and Character in "Pride and Prejudice" and "The Portrait of a Lady"**

Dr. Elaine Toia, SUNY Rockland Community College, United States

This presentation proposes Simone de Beauvoir's "The Second Sex" as a frame for discussion of Jane Austen's "Pride and Prejudice" and Henry James's "The Portrait of a Lady."

**HUMANITIES EDUCATION: FOCUS ON STUDENT PARTICIPATION**

Room 02

**Fostering Student Discussion with Case Studies in the History Classroom**

Dr. Jeffrey Byford, The University of Memphis, United States

This presentation discusses the theoretical and practical approaches towards teaching history via the case study and discussion method.

**A Gadamerian Perspective on Teaching the Humanities: Students, Teachers, and the Unmethodical Questioning of Truth**

Dr. Peter Elias Sotiriou, Los Angeles City College, United States

College humanities teaching has been influenced by several post-structural theories, many of which can hinder student response. Hans-Georg Gadamer's philosophical hermeneutics can be applied to enriching student participation.
(Continued - Wednesday 13:05-14:45)

**The Role of Feedback in Classroom Instruction**
Dr. Max Kopelman, Touro College, United States — Dorothy W. Kopelman, Touro College, United States
Feedback practices by instructors of classroom exams and written assignments can improve student-teacher interactions and potentially decrease student passivity during classroom instruction.

**Stretch Your Answers: Opening up the Discursive Space for Dialogic Teaching**
Dr. Peter Teo, National Institute of Education, Nanyang Technological University, Singapore
Using Burbules’ analytical framework of dialogic teaching, this paper looks at lessons from a Singapore social studies classroom to examine how a teacher structures classroom talk to promote learning.

**STUDIES IN LINGUISTICS AND LANGUAGE**
Room 03

**The Elasticity of "I Think": Stretching Its Pragmatic Functions**
Dr. Grace Zhang, Curtin University, Australia
Drawn on naturally occurring data, this study provides insights into the elasticity of "I think" showing how it stretches between individual functions and combines them in multiple directions and forms.

**The Simple Declarative as the House Style of Logical Positivism**
Dr. Soheil Ahmed, James Cook University, Australia
Logical positivism, that pervasive philosophy of science, also has a signature style, which is the simple declarative. The simple declarative becomes declarative knowledge. Ultimately, style becomes an ontological performance.

**A Synchronic Morpho-phonological Analysis of Rio Platense and Chilean Voseos**
Prof. Germán F. Westphal, University of Maryland, Baltimore County, United States — Prof. Julia M. Baquero, Universidad Nacional de Colombia, Colombia
This paper presents a unified morpho-phonological account of Rio Platense and Chilean voseos, and makes a case for the claim that phonological dialectal differences are highly systematic and rule governed.

**Temporal Fluctuation of Japanese Speech and Music Performance: Pursuit of General Principle Underlying the Control of Human Rhythmic Performance**
Prof. Junichi Azuma, Juntendo University, Japan
Temporal fluctuation of spoken language and music performance was acoustically investigated. The results suggest the existence of some universal mechanism controlling the overall temporal activities of human-beings.

**SOCIO-ECONOMIC ISSUES: LOCAL AND GLOBAL**
Room 04

**Humanitarian Aid Leadership Program: Growing Globally Responsible and Experienced Leaders in a Low Socioeconomic Community**
Phil Muir, Manurewa High School, New Zealand
This paper examines secondary school students from a low socioeconomic, multicultural region in South Auckland, New Zealand who participate in a program for global responsibility.
(Continued - Wednesday 13:05-14:45)

Panic in the Pack: The Next Stage in the Crisis of the Western Nations
Dr. Michael K. Green, State University of New York at Oneonta, United States
Western economies have entered the panic phase of the confidence-driven economic cycle. By understanding panic, one can project what is likely to happen in our future.

A Study of Public Relations Factors Affecting the Five Decade Successful Development of the Quito, Ecuador-based Centro del Muchacho Trabajador (Working Boys’ Center)
Dr. Jeff Hoyer, University of Tennessee at Martin, United States — Dr. Angelina MacKewn, Department of Psychology, United States — Gareth Thompson, London Metropolitan University, United Kingdom
Researchers identified public relations factors influencing the organization’s five decade growth using in-depth interviews triangulated with a quantitative survey of 1,740 program graduates. Recommendations were made for divergent setting applications.

Transcending the Local Geography towards the Local Human: Local Economic Development through a De-colonial Prism
Richard Sebeka Plaatjie, University of South Africa, South Africa
This paper deploys a de-colonial epistemic perspective to critique dominant conceptions of mainstream Local Economic Development thinking. The paper provides alternative conceptions of LED that are more people centered.

REFLECTIONS ON COLONIALISM AND OCCIDENTAL STUDIES
Room 05

The African Experience of Religion as a Tool of Imperialism: Deities as an Intermediary
Alani Taofeek Agbaje, Osun State College of Technology, Nigeria
This paper examines religion and religious beliefs and their effects on the African community through descriptive and historical approaches. Religion has been ascertained as a tool of imperialism.

Novalis’ Sentences that Push: A Maori Application
Dr. Carl Mika, The University of Waikato, New Zealand
I refer to Novalis’ “sentences that push” to explore the philosophical colonisation of indigenous Maori and to revisit certain Maori philosophical terms.

Orientalist Photography: Oman through the Lenses of Wilfred Thesiger and Charles Butt
Dr. Hilal Al-Hajri, Sultan Qaboos University, Oman
This paper examines British representations of Oman through photography. It explores the pictorials works of Wilfred Thesiger and Charles Butt.

The Stranger as Cosmopolitan: Reconsiderations in Occidental Studies
Professor Shanta Nair-Verugopal, THE NATIONAL UNIVERSITY OF MALAYSIA/ UNIVERSITI KEBANGSAAN MALAYSIA, Malaysia
This paper looks at the specific yet nonparticularistic identity of the stranger, which is increasingly being replaced by that of the cosmopolitan within a reconsideration of cosmopolitanism in occidental studies.
(Continued - Wednesday 13:05-14:45)

GOVERNANCE AND POLITICS IN SOCIETY
Room 06

Debate for Solidarity in the Left Wing and Ecevit in the 1990s
Dr. Ahmed Baran Dural, TC Trakya University, Turkey
The 1990s was an era when the Turkish political atmosphere was reshaped and alliances fell apart. The dominant Kemalist bloc underwent serious erosion.

Neocitizenship
Eva Cherniavsky, University of Washington, United States
This paper addresses the changing contexts, practices and imaginaries of citizenship in the turn of the century United States.

Postmodern Utopia: Europe's Global Leadership in a Post-American Age
Ledina Ferhati, University of Tirana, Albania — Prof. Fatos Tarifa, European University of Tirana, Albania
To remain in the center of world events and become an important global actor Europe needs to strengthen the trans-Atlantic bond with the United States.

Puritan Origins of the American Left and Right: An Historical Approach to the Rebalancing of a Once Integrated Puritan Dichotomy
Dr. Joan Wines, California Lutheran University, United States — Dr. Bruce Stevenson, California Lutheran University, United States
Reexamining the issues identified in this presentation might well provide us with an historical space in which to achieve a rebalancing of the self-interest/common good poles of America's seminal dialectic.

COLLOQUIUM
Room 07

New Paradigms in the Humanities and the Transformation of the Literary
Dr. Alastair Renfrew, Durham University, United Kingdom — Professor Mikhail Epstein, Durham University, United Kingdom — Dr. Gerald Moore, Durham University, United Kingdom — Dr. Caitríona Ní Dhúill, Durham University, United Kingdom — Dr. Nick Roberts, Durham University, United Kingdom
Assessments of how new relationships between humanities disciplines, and indeed a new humanities, can be forged on the basis of a new concept of the literary will be discussed here.
(Continued - Wednesday 13:05-14:45)

EDUCATION AND DIVERSITY (PRESENTATIONS IN PORTUGUESE)
Room 08

O Higienismo, propaganda e educação sanitária contra “doenças sociais”: A luta contra a Tuberculose em São Paulo, 1900 – 1924
Giovana Carla Mastromauro, Universidade Estadual de Campinas (UNICAMP), Brazil
Esta apresentação discute as estratégias de controle e profilaxia da tuberculose, enfocando tensões e formas de convívio com o doente e a organização do espaço doméstico na visão higienista.

Minorias em uma região no sul do Brasil: Tessituras de essencialização e invisibilidade
Professor Marilda Cavalcanti, Universidade Estadual de Campinas (UNICAMP), Brazil
A apresentação focaliza representações sociais de e sobre minorias de (i)migração antiga estabelecidas em comunidade e minorias que combinam (i)migração antiga com diáspora em movimento entre países vizinhos.

A relação fundamental entre Antropologia e Educação
Dr Cezar Luis Seibt, Universidade Federal do Pará - UFPA, Brazil
Pretendemos pensar a relação entre a reflexão sobre o ser do ser humano e o fenômeno da educação. O acontecimento humano pressupõe um processo educativo.

PERSPECTIVES ON CULTURE AND COMMUNICATION
Room 09

Bixie, the Emblem of Nanjing
Dr. Min-Chia Young, Interior Design Department, Taiwan
This article aims to examine how a mythical animal named Bixie was substantiated into a cultural symbol, and eventually became the emblem of Nanjing.

Counting on Culture: Deciphering the Code of Numbers in Dress
Dr. Phyllis Bell Miller, Mississippi State University, United States — Dr. Shirley A. James Hanshaw, Mississippi State University, United States
Exploration of how numbers have been used in dress throughout history to communicate and perform various functions by groups as diverse as African tribes, Hindu brides, and Skinheads.

"If You Are the One": China's Television Dating Shows and Sheng Nü's Predicament
Dr. Wei Luo, Indiana University Purdue University Fort Wayne, United States
This study looks into the television dating reality shows in post-millennial China. It posits that the shows reflect the predicament of Chinese single women and disseminate bias toward single womanhood.

Re-presenting Reality?: Examining a Dance Performance Based on Social Science Data
Dr. Elizabeth Sharp, Texas Tech University/Durham University, United States — Prof. Genevieve Durham DeCesaro, Texas Tech University, United States
Through our transdisciplinary project, we explore issues of re-presentation of qualitative social science data through dance. We focus on a dance concert inspired by data on femininity, marriage, and singlehood.
WORKSHOPS
Room 10

A Global Citizen: Identifying and Accepting Diversity (13:05-13:50)
Aditi Samarth, Richland College, United States
This is a hands on workshop. It will recreate a classroom activity on teaching students to recognize and implement diversity through personal identity assessment.

Medical Humanities beyond Traditional Disciplines: Pedagogically Blending Humanities with Sciences (14:00-14:45)
Dr. Robert J. Bonk, Widener University, United States
This workshop focuses on pedagogical techniques for blending the humanities and sciences, regardless of traditional disciplinary boundaries, when exploring the interdisciplinary nature of the medical humanities.

14:45-15:00
COFFEE BREAK

15:00-17:05

REFLECTIONS ON GENDER
Room 01

I am a Woman, Hear Me: Shifts in Women's Representations in the Printed Media
Dr. Jarmila Hickman, Liverpool John Moores University, United Kingdom
An examination of changes in presenting men and women on the front pages of two national newspapers, "Izvestiia" and "The Guardian," over the same four-week period in 1999 and 2012.

Islamic History: The Role of Women during the Abbasid Era
Prof. Salah Al - Haideri, University of Soran, Iraq
This discusses the political role of women (Harim) during the Abbasid era.

Jetsun Kushok Chime Luding: A Tibetan Female Buddhist Adept
Professor Elisabeth Benard, University of Puget Sound, United States
This examines the life of an eminent Tibetan Buddhist adept, Jetsun Kusho, who resides in Vancouver, Canada. Most information is from personal interviews with her contemporaries, family members, and herself.

"Of Course I Didn't Work After I Got Married, Only When I Had To": The Importance of Narrative in the Absence of Women in Official Statistics of Paid Work
Grazyna Zajdow, Deakin University, Australia — Marilyn Poole, Deakin University, Australia
Twenty-five women were interviewed about their paid work experiences. While the official narrative in Australia was that they did not do paid work, the in-depth interviews tell a different story.
Rebekah Chamblit: A Vile Transgressor of the Womb; Finding a Voice in a System that Silenced
Jennifer White, University of Louisville, United States
This is an investigation of the system that silenced Rebekah Chamblit, convicted of concealment in 1733 under the 1629 statute, incorporated into colonial law in 1696 in Boston, Massachusetts.

MIXED MEDIA: VISUAL ARTS, LITERATURE, AND FILM
Room 02
"Dangerous Liaisons": A Novel without Borders
Dr. George Nahrebecky, Saint Mary's University, Canada
An analysis of Laclos' eighteenth century novel "Dangerous Liaisons" adaptability to different cultures. Film versions have been set in modern New York, 1930's Shanghai, and eighteenth century Korea.

Matter Imagination: When Bachelard Encounters Jimmy Liao's Poetic Reverie in His Visual Art
Prof. Shuhui Tsai, National Chung Hsing University, Taiwan
This paper aims to analyze the visual art by Jimmy Liao, a famous Taiwanese artist, from the perspective of Bachelard's theories of matter imagination and Deleuze's theories on creative immanence.

Mikhalkov's Filming of "Goncharov's Oblomov": Referencing the Novelistic Process
Heidi Faletti, SUNY College at Buffalo, United States
Mikhalkov's filming of "Goncharov's Oblomov" adapts the novel with a radically literary approach through voice-overs, intertitles, illustrations of milieux, and discontinuous editing for the foregrounding of transience.

The Practices of Violence and the Controlling of Sexuality in Sarah Kane's "Cleansed"
Yeliz Biber, Ataturk University, Department of English Language and Literature, Turkey
The British Playwright, Sarah Kane's play, "Cleansed," will be discussed in terms of violence and of the controlling of sexuality.

Superhero Narratives, Comic Books, and Transcendental Style: Form and Narrative
Christine Atchison, Queen's School of Religion, Canada
A theoretical model that explores the potential of the comic book medium to communicate, reflect and, as comic book creator Douglas Rushkoff suggests, actualize the transcendent.
EDUCATION AND LITERATURE (PRESENTATIONS IN SPANISH)
Room 03
La Negación de la existencia del folletín en una provincia del noroeste argentino: Una postura ideológica de los estudios literarios
Dra. Ana María Risco, CONICET - Universidad Nacional de Tucumán, Argentina
En el presente trabajo enfocamos las dificultades actuales de una investigación sobre el folletín en la prensa de Tucumán (Argentina) de fines del siglo XIX y principios del XX

Temas y problemas de la conciencia histórica en la formación de profesores.: Un estudio de caso.
Prof. Mariela Alejandra Coudannes Aguirre, University of the Littoral, Argentina
Se presenta un estudio de caso sobre la construcción de conciencia histórica en la formación de profesores y sus primeros años de desempeño profesional (Universidad Nacional del Litoral, Argentina).

Un nuevo abordaje en la enseñanza de lenguas extranjeras: El desarrollo de la inteligencia corporal-cenestésica en el marco de la Teoría de las Inteligencias Múltiples
Dra Egisvanda Isys de Almeida Sandes, Universidad Estadual Paulista (UNESP/Araraquara), Brazil
Se discutirá sobre el desarrollo de la expresión corporal como uno de los medios de fomentar la desinhibición, lo que produce la motivación y promueve la creatividad.

HEALTH CARE EDUCATION AND COMMUNICATION METHODS
Room 04
The Implementation of the Affective Domain in Health Care Education: Effectiveness and Challenges
Dr. Faridah Karim, Cyberjaya University College of Medical Sciences, Malaysia
This paper focuses on the implementation and effectiveness of the affective domain module on the professional values of medical and pharmacy students. The study raised some interesting perspectives.

A Performance-based Manual for Mental Health Counseling Internships
Dr. Max Kopelman, Touro College, United States — Dr. Dan Sharir, Touro College, New York, United States
A performance-based manual is designed to meet two challenges by providing systematic learning in internships and providing evidence of learning outcomes to professional accrediting associations in mental health counseling.

Reflections on Translational Research: Preserving the Humanity of Team Science
Dr. Jeffrey S. Farroni, University of Texas MD Anderson Cancer Center, United States — Dr. Michele A. Carter, University of Texas Medical Branch at Galveston, United States
We identify emerging best practices for multidisciplinary research teams, and discuss both descriptive and normative dimensions inherent in this unique practice.
Using Dance to Educate about Medical and Social Issues: Medical and Bullying Information Brought to Life through the Medium of Dance
Andrew Carroll, The University of South Florida, United States
This will relate the process and effects of dance and music videos created to be used as communication tools to illustrate initiatives and issues related to medicine and social issues.

CIVIC, POLITICAL, AND COMMUNITY STUDIES
Room 05

African American Policemen on the Western Frontier
Dr. Roger Hardaway, Northwestern Oklahoma State University, United States
This is a discussion of African American policemen in the American West in the late nineteenth and early twentieth centuries.

Bulgaria – Moscow's Loyal Friend in the Early Cold War Years: A View from the "Other Side"
Dr. Penka Peeva, Assen Zlatarov University - Burgas, Bulgaria
This study explores the view of Bulgaria from "the other side," for example, the place of Bulgaria in the United States' strategic planning in the early Cold War years.

An Investigation of Altruism in the Greatest Generation: A Qualitative Inquiry
Dr. Edward Robinson, College of Education, United States — Dodie Limberg, College of Education, United States — Renee Sherrell, University of Central Florida, United States
This discusses a phenomenological research study conducted to describe the lived experiences of participants in the greatest generation to further understand the development and manifestation of altruistic caring.

The Manchester-Leningrad City Partnership: Opening Cracks in the Iron Curtain
Catherine Danks, Manchester Metropolitan University, United Kingdom
This paper examines the interplay of international, national, and local factors that promoted and sustained the Manchester-Leningrad City Partnership.

The World in One City: Immigrant Integration in Liverpool
Dr. Nunzia Di Cristo Bertali, Liverpool John Moores University, United Kingdom — Dr. Jarmila Hickman, Liverpool John Moores University, United Kingdom
Integration of immigrant women in Liverpool examined through inductive post-positivist quantitative exploratory research was undertaken in 2009 to establish whether there is a difference between their subjective and objective integration.
(Continued - Wednesday 15:00-17:05)

**Humanities Education: Student-Centered Research**
Room 06

**Academic Integrity: Changing the Risk / Reward Ratio**
Dr. Scott-Morgan Straker, Queen's University, Canada
Institutions and instructors can inadvertently create incentives for students to cheat. To remove these incentives, we must change students’ perception of the risk, and also their understanding of the reward.

**Do the Learning Beliefs of a Parent Influence the Attributional Behaviours of His or Her Children within a School Music Classroom?**
Dr. Nerelee Henry, Monash University, Australia
A parent’s beliefs about learning directly influence the learning behaviours of their children within the authentic learning environment of the school music classroom.

**The Dream School of Children in Turkey: A Quantitative Analysis**
Zuhal Yonca Odbag, Ataturk University, Turkey
Debates about the importance of children's experiences in educational policy plannings are key assumptions. By using visual sociology methods, the dream schools of children in Turkey are examined.

**Memorization and Remembering among Chinese Tertiary Students in Hong Kong**
Zuzana Chvatíková, The Hong Kong Polytechnic University, Hong Kong Special Administrative Region of China
Investigating the phenomenon of memorization among tertiary students in Hong Kong who are required to use English as a second language, analyzing students’ and teachers’ approach to memorization and remembering.

**Multicultural and Multidisciplinary Approaches to Education**
Room 07

**Effacing Disciplinary Divides between Business and English: Lessons Learned from European Union Collaboration**
Dr. E. Laurie George, University of Washington, United States — Dr. Allison Fraiberg, University of Redlands, United States
This examines pedagogical perspectives and creative curricula developed collaboratively between English and business professors to develop new directions for the humanities, and interanimation between academia and the workplace.

**Music Educators for Subversion of the Neoliberal School: Musical Performance as a Guide**
Vânia Beatriz Müller, State University of Santa Catarina - UDESC, Brazil
This work examines the experience of music teachers and their difficulties in school. I point out how musical performance can subvert the technical rationality and the logic of the market.

**Paradigm Shifts in Contemporary Art and Science and Technology Practice**
Nina Czegledy, Independent Scholar and Curator, Canada
The presentation investigates interdisciplinary projects situated in a cross-cultural context. The exploration is based on personal experience as an independent artist and curator involved in international trans-disciplinary collaborations.
The Story of Berlin: From Unification to Reunification
Prof. Ulrike Brinksmeier, College of Mount St. Joseph, United States
This presentation will share the challenges of developing, implementing, and assessing an undergraduate learning experience that includes a ten day immersion travel experience to Berlin, Germany.

University Course Content Delivered through Peripheral Readings Instead of Textbooks
Dr. Ana Maria Klein, SUNY Fredonia, United States
Readings from current and classical collections supplement course content in teacher preparation. Textbooks become redundant as teacher-candidates experience apply theory to practice via supplemental directed readings in the classics.

PUSHING THE BOUNDARIES OF GENRE AND GENDER
Room 08
Connecting Multiple Musical Identities: An Autoethnographic Study of a Greek-Australian Popular and Traditional Musician and Teacher
Renee Georgoulas, Monash University, Australia — Dr. Jane Elizabeth Southcott, Monash University, Australia
This autoethnography explores multiple musical identities of a Greek-Australian bilingual, bi-cultural musician and teacher. The cross-fertilization from being multilingual, multicultural and multi-musical can enrich both individual and society.

Im|materiality of Location: Artistic Significance Beyond the Politics of Space
Nancy de Freitas, AUT University, New Zealand
This paper examines a new exhibition/project space, Project Anywhere (PA), a website devoted to contemporary artistic research that challenges conventional spatial and temporal notions of exhibition.

Modifications of Genre: Biography
Maria Dubkova, Moscow State University, Russian Federation
Peter Ackroyd expands the limits of biography genre as we know it. The focus of the story lies not on a character but on the epoch and background.

Vintage Wine in New Bottles: Situating the Extraordinary Autobiographical Work of Charlotte Salomon (1917-1943) and the Evocative Arts-based Power of Her Interdisciplinary Visual Narrative
Prof. Carl A. Bagley, Durham University, United Kingdom
The paper explores the interdisciplinary work of Charlotte Salomon (1917–1943) and the contemporary methodological significance of her autobiographical visual narrative entitled, "Life? or Theater? A Play with Music."

Woman as an Evacuated Category in Winterson's "The Stone Gods"
Nurten Birlik, Middle East Technical University, Turkey
This paper aims to explore the category of woman in the scientifically enhanced communities of "The Stone Gods."
(Continued - Wednesday 15:00-17:05)

RELIGION IN SOCIETY
Room 09

**Beyond Obedience: The Islamic Veil in Conversation, Literature, and Media**
Zofia Reid, American University of Sharjah, United Arab Emirates
The paper examines how the hijab is represented by various discourses, and how these largely contribute to the antagonism that this religious "symbol" has been subjected to in the West.

**The Followers of Jan Hus: Continuing Ancient Practices in Indian Missions in North America, 1415-1833**
Prof. Rowena McClinton, Department of Historical Studies, Southern Illinois University Edwardsville, United States
This paper describes why and how followers of Jan Hus (1415), later called Moravians, of the Austro-Hungarian Empire, left Europe to evangelize Native Peoples of North America.

**From the Dialogal Reason to the Prophetic Reason for Religious and Cultural Understanding: A Shift from Thinking with Another to Acting in Favour of Another**
Manuel Losada-Sierra, Griffith University (Australia), Universidad Militar Nueva Granada (Colombia), Australia
This presentation shows the possibilities of the anamnestic and prophetic reasons for intercultural and interreligious encounters compared with dialogical reason in contemporary multicultural societies.

**The Peace Process versus Human Rights: Nepal's Maoist Conflict Case**
Anil Sigdel, Ph.D Candidate, Institute of Political Science, University of Vienna Vienna, Austria
The predominantly realist political society characteristically has an oversight to the power of Human Rights norms, thus it misunderstands the outsiders' priority for Human Rights as interference into internal matter.

WORKSHOPS
Room 10

**Digital Humanities – Digital History Case Study: The Dorr Rebellion Project as Digital History (15:00-15:45)**
Dr. Donald Russell Bailey, Providence College, United States
The Dorr Rebellion of 1841-43 has been made rich and discoverable as a dynamic multimedia collection of open-access digital humanities knowledge at Providence College.

**Teaching United States History by Using the Humanities: A Case Study of the Presidencies of John Adams and Thomas Jefferson (15:55-16:40)**
Dr. William Paquette, Tidewater Community College; Portsmouth, Virginia, United States
A Powerpoint presentation will provide a visual focus on interpreting Presidents John Adams and Thomas Jefferson through their homes, personal libraries, and lifestyles.
Thursday
08:45-09:00

MORNING ANNOUNCEMENTS

09:35-10:10

PLENARY SESSION - Antal Örkény, Social Sciences, Eötvös Loránd University, Budapest, Hungary
"Inclusion Against Exclusion in Intercultural Relations: Testing the Liberal Multicultural Hypothesis"

10:10-10:45

PLENARY SESSION - Jasmina Lukić, Head Department of Gender Studies, Central European University, Budapest, Hungary
"Transnational Turn in Literary Studies"

10:45-11:20

GARDEN SESSION & COFFEE BREAK - Featuring Antal Örkény and Jasmina Lukić

11:20-12:10

ROUND TABLES
Plenary Room

eBooks in Humanities Education: Issues and Challenges (Table 1)
Emese Felvegi, University of Houston-Clear Lake, United States — Dr. Kathryn I. Matthew, University of Houston - Clear Lake, United States
The presenters offer perspectives and examples from multiple disciplines pertaining to the use of eBooks in humanities education to discuss the underlying literacy and technology related challenges.

The Evolving Micro-sociology of Family and Issues of Inheritance (Table 2)
Dr. Julianne Hottes, Marist Regional College, Australia
This studies the micro-sociology of family, inheritance, the impact of law, and evolving contexts of social exchange, and investigates a disturbing societal phenomenon emerging in the Western world.
Nostrum Remedium: Integrating the Humanities and Medicine (Table 3)
Dr. Paul Lewis, University of the Incarnate Word, United States
The objective of this round table discussion is to critically examine the prospects and challenges of integrating the humanities into the training of physicians and health science practitioners.

The Risks and Benefits of Using the Internet among Youth in Indonesia (Table 4)
Reza Safitri, University of Brawijaya Malang-Indonesia, Indonesia — Assoc. Prof. Hasmah Zanuddin, University of Malaya, Malaysia
This article will discuss Internet dependency among youth in Indonesia, and also the risks and benefits of using the Internet.

Suicidal Discourses: Interdisciplinary Approaches to the Discussion of Suicide (Table 5)
Dr. Christopher Trogan, Department of Humanities, United States Merchant Marine Academy, Kings Point, USA
This discussion explores the various disciplinary approaches to the discussions of suicide (philosophical, literary, sociological, psychological, and historical) and the assumptions underlying those approaches.

The Conflation of Ethnicity and Religion in Malaysia: Impact and Implications (Table 6)
Dr. Mahmood Chandia, Centre for Volunteering and Community Leadership, School of Education and Social Sciences, Preston, Dr. Kartina A Choong, Lancashire Law School, University of Central Lancashire, UK
This paper takes a close look at the impact and implications of the constitutional conflation of Malay ethnicity and religion to inter-and intracommunity relationship in Malaysia.

Posters

Plenary Room

Aggression and Anti-social Behaviour of Teenager Girls
Ida Kruti, European University of Tirana, Albania
Little is spoken about teen problems and currently one of the serious and debatable problems for the family, school, and Albanian society is aggression and anti-social behavior.

The Poster Design for the Taoist Classic Diagram: Inspiration from Taoist Spirituality and Inner Alchemy
Dr. Juntao Li, Sichuan Normal University, China — Qunhui Nie, Sichuan Conservatory Of Music, China
We used Taoist Nei-jing Diagram to design a series of posters. These posters show us the connection with the microcosm inside of human body.

Workshop

Room 01

A Curriculum for a Post-colonial Truck Stop: The Applicability of a National Curriculum to an Evolving Remote Australian Aboriginal Community
Chloe Parkinson, University of New England, Australia — Dr. Colin Francis Baker, Cross Cultural Solutions, Australia
A dialogue about what might be considered appropriate education for the children of an Aboriginal post-colonial truck stop, based on a critical analysis of the new national Australian Curriculum.
(Continued - Thursday 11:20-12:10)

**WORKSHOP**
Room 02

**Tacit and Explicit Knowledge Approaches to Adult Learning and Teaching**
Dr. Susan Huhana Mlcek, Charles Sturt University, Australia [and formerly from Te Whare Wānanga o Awanuiārangī, NZ], Australia — Monte Himone Aranga, Awauhiarangi Tribal University, New Zealand

This presentation explores the notion that in order for communication to higher degree students to be effective, the gate-keeping of certain tacit knowledge(s) has to be reviewed and willingly shared.

**WORKSHOP**
Room 03

**Choices: Sex, Desire, and Gender in Architectural Space, Place, and Materiality**
Mikale Kristi Kwiatkowski, The University of North Carolina Charlotte, United States

In Western society, heteronormative values regarding sex, desire, and gender are coded into architecture. Studying plurizations of these codes will help architects challenge present limitations related to biases and assumptions.

**WORKSHOP**
Room 04

**Lectores y lecturas en la prensa hispanoamericana del siglo XIX: Un problemático abordaje desde el siglo XXI**
Dr. Luis Marcelo Martino, CONICET - Universidad Nacional de Tucumán, Argentina — Dra. Ana María Risco, CONICET - Universidad Nacional de Tucumán, Argentina

El presente taller se propone el abordaje de las categorías del lector y la lectura en la prensa periódica hispanoamericana del siglo XIX desde la perspectiva de la historia cultural.

**PUBLISHING YOUR PAPER OR BOOK WITH COMMON GROUND**
Room 05

*Jamie Burns, Managing Editor, Common Ground Publishing*

In this session the Managing Editor for Humanities Collection and the Humanities Book Series will present an overview of Common Ground’s publishing philosophy and practices. She will also offer tips for turning conference papers into journal articles, present an overview of journal publishing procedures, introduce the Humanities Book Series, and provide information on Common Ground’s book proposal submission process. Please feel free to bring questions—the second half of the session will be devoted to Q&A.

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**12:10-13:00**

**LUNCH**

**13:00-13:10**

**MOVE TO PARALLEL SESSIONS**
Extending the Continuum: Understanding and Exploring the Issue of Voice in Research with Young Children
Kathryn Harden-Thew, University of Wollongong, Australia
This presentation seeks to explore the issue of whose voice is heard in a study of young children making the transition from home to school.

Fevers, Families, Ladders, and Cages: The Generative Capacity of Root Metaphors and Narratives
Dr. Bonnie L. Prince, Prince Consultants LLC, United States
Ugandan children’s high-stakes exam essays and Ohio workers’ spoken discourse illustrate the capacity of root representations to enable groups to originate, construct, share, and personalize cultural meanings.

Learner-sympathetic Chinese Instruction Paradigms: A Model of Chinese Pedagogy
Dr. Weihsun Mao, Ohlone College, United States
A learner-sympathetic pedagogy model that engages students learning Chinese as a foreign language with materials from their own cultures and lives increases language acquisition and supports cross-cultural appreciation.

A Critical Analysis of Performance Appraisal System for Secondary School Teachers
Dr. S. Manzoor Hussain Shah, Allama Iqbal Open University, Islamabad, Pakistan
This study explores performance appraisal systems used for teachers in secondary schools and addresses how appraisals play a role in improving performance of teachers in educational institutions.

The Challenges of the Implementation of the Corporate School in Thailand
Jomhadjhayasnidh Bhongsatiern, School of Education, United Kingdom
This paper seeks to identify the challenges of the implementation of the corporate school programme in Thailand.

Representation of Others in Palestinian and Israeli School Books: Analysis of Content, Discourse, and Multimodal Means of Representation
Prof. Nurit Elhanan-Peled, Hebrew University and David Yellin Teachers College, Israel — Dr. Samira Alayan, Hebrew University and David Yellin Academic College, Israel
Analysis of content, discourse, and multimodal means show that Israeli textbooks use racist strategies to depict Palestinians while Palestinian textbooks depict Zionists as European colonialists occupying their country by force.
(Continued - Thursday 13:10-15:15)

The Totalitarian Construction of the Educational State Apparatus: Spain 1939-1951
Dr. Jasmina Terzioska, St. Thomas University Fredericton, Canada
This essay will look at the totalitarian appropriation of pedagogical principals and didactic techniques during the first two decades of Franco’s dictatorship.

What Contribution Should School History Make to an Education in the Humanities?
Dr. Terry Haydn, University of East Anglia, United Kingdom
The paper explores recent controversies about history teaching in the UK to consider what insights might inform debates about the nature and form of school history in other countries.

SOCIETY AND COMMUNITY STUDIES
Room 03

The Legacy of Conflict: Young People and Peace-building in Northern Ireland
Dr. Alan Grattan, University of Winchester, United Kingdom
During years of conflict in Northern Ireland young people have always been central to the “Troubles” as rioters, combatants, or victims. This presentation will explore their role in building peace.
(Continued - Thursday 13:10-15:15)

CRITICAL CULTURAL STUDIES

Room 04

Coming Full Circle: Discovering, Sharing, and Creating Knowledge in the 16th and 21st Centuries
Alica C. White, The Pennsylvania State University, United States
The discovery of the new world and its unique plants, minerals, and peoples generated a spirit of exploration and wonder that anticipated that of the modern electronically driven knowledge commons.

Culturometrics: Measuring and Revealing the Secrets of Cultural Identities
Dr. Béatrice Boufoy-Bastick, University of the West Indies, Trinidad and Tobago
Culturometrics is a new person-centred research philosophy. This paper briefly overviews its humanistic intentions and demonstrates its steps for objectively measuring and revealing the rich subjectivities of cultural identity.

Musical Proportions in Architecture: Beyond Palladio
Prof. Radoslav Zuk, McGill University, Canada
This is a comparative study of Vitruvius and Le Corbusier in reference to the theory of harmonic proportions in renaissance architecture, as a basis for discovering music-architecture relationships.

Singing My Past for the Future: Revitalizing Indigenous Tswana Songs
Dirkie Nell, North-West University, Potchefstroom Campus, South Africa
The purpose of this phenomenological study was to understand the experience of singing indigenous Tswana songs by urbanized children in an outreach project at North-West University, Potchefstroom, South Africa.

The Suarezian Flatus Vocis or on the Grades of Thomistic Purity and Unorthodoxy by Francisco Suárez
Rui Manuel Andrade Coimbra Santos Gonçalves, Faculty of Letters of the University of Coimbra, Portugal
In several aspects, Francisco Suárez contradicted Thomistic philosophical ideas such as the concept of being, the nature of God, the unlimited Act, and the limiting potency.

STRUCTURALIST TO POSTMODERN LITERARY, THEORETICAL, AND PHILOSOPHICAL CONCERNS

Room 05

Cyberculture
Prof. Thomas Foster, University of Washington, United States
This paper articulates the history of cybernetics with postmodern theory and British cultural studies. It cites examples of science fiction that elaborates the social logic of cybernetic concepts.
Interpreting Wittgenstein: Mind as Action, Mind in Action
Dr. James Moir, University of Abertay Dundee, United Kingdom
This paper considers interpretations of Wittgenstein’s private language argument in recent debates between advocates of a discursive psychology approach to analysing language use and advocates of a logico-grammatical approach.

Shopping Malls and Simulacra, Prada as Power: Consumption Culture and Global Competition
Dr. Kristina Varade, The Borough of Manhattan Community College, The City University of New York, United States
The novels of Niccolò Ammaniti, Éilis Ní Dhuibhne, Giuseppe Culicchia, and Patrick McCabe demonstrate how contemporary Irish and Italian literature reflects the pressures of consumption culture and global consumer influence.

Transcendence as a Constituent of Post-postmodern Literature
Prof. Terrence Craig, Mount Allison University, Canada
Transcendence as a constituent of conflicts is a possibility in Post-postmodernism. The paper explores how and why it was not achieved before, and might be possible now.

STUDIES ON MEMORY AND NOSTALGIA
Room 06

African Diaspora in India: An Exploration of Assimilation and Cultural Identity
Dr. Purnima Bhatt, Hood College, United States
Historical analysis and visual documentation of the African diaspora in India. My paper deals specifically with issues of identity, cultural resistance, survivals, and collective memory.

Cultural Memory of Society: A Systems Theoretical Approach
Yunus Yoldaş, Çanakkale Onsekiz Mart University, Biga Faculty of Economics and Administrative Sciences, Turkey — Ozlem Becerik Yoldaş, Çanakkale Onsekiz Mart University, Biga Faculty of Economics and Administrative Sciences, Turkey
The aim of this paper is to analyze the cultural theory of Niklas Luhmann and to outline how the concept of system memory, individual memory, and political memory differentiate.

Memory, Use of the Past, and Ethnic Pride: Southern-Italy Lombards during the Ninth Century
Dr. Luigi Andrea Berto, Western Michigan University, United States
This paper will examine how the interactions between the use of the past and the pride of being Lombard affected historical writing in ninth-century southern Italy.
(Continued - Thursday 13:10-15:15)

Nostalgia as a Response to a Society in Transition
Dr. Gerhard van der Linde, University of South Africa, South Africa
The paper discusses nostalgia as a response to a society in transition, with special reference to the work of South African writer Dana Snyman.

The Significance of Literary Houses
Dr. James Pardoe, University of Chester, United Kingdom
How and why literary houses have had a role in understanding the lives and works of famous writers (with special reference to Byron, Scott, Keats and Shelley) will be discussed.

HUMAN EXPRESSIONS: VALUES, MORALS, AND SENSIBILITIES
Room 07
Agamben and the Indifference of Violence: Act, Articulation, Communicability, and Inoperativity
Prof. William Watkin, Brunel University, United Kingdom
A consideration of the theme of violence in the work of Giorgio Agamben, its relation to the concept of indifference, and its wider relation to the work of Benjamin.

The Limits of Holistic Justification: The Authenticity of Moral Agency
Prof. Chin-Tai Kim, Case Western Reserve University, Cleveland, OH 44106, USA, United States
This paper argues that ideal moral agency consists in committed participation in an open discourse in the space among moral systems while retaining one's cultural domicile.

Morality with No Privacy: The Future of Morality
Yair Schlein, The Open University, Israel
One can imagine a future society that wouldn't value privacy. In the future we may adopt a moral view that hardly has any private domain.

The Presence of Specific Personality Traits as Predictor of a Lack of Critical Thinking Skills and Political Conservatism in the United States
Dr. Blake Armstrong, South Texas College, United States
The presence of specific personality traits influence beliefs and may explain why conservative Republicans in the United States deny scientific findings and believe nonevidence-based claims.

A Rationalist Account of Self-knowledge
Krzysztof Swiatek, Atahabasca University, Canada
I argue for a rationalist theory of self-knowledge of intentional states: the agent identifies the contents of his intentional states through the process of normative self-interpretation which rationalizes his behaviour.
(Continued - Thursday 13:10-15:15)

HISTORY AND NEW TECHNOLOGIES (PRESENTATIONS IN PORTUGUESE)

Room 08

O Impacto das Invasões Napoleónicas nas Rotas Marítimas do Sistema Transcontinental do Atlântico: o Comércio entre Portugal, os EUA, Inglaterra e Brasil (1792 e 1830).

Danny Rangel, University of Évora, Coimbra and Porto, Portugal

O projeto consiste em estudar o impacto das Guerras Napoleónicas nas rotas marítimas em que Portugal tinha um papel relevante, nos finais do Antigo Regime.

Repatriados, deslocados ou refugiados?: A descolonização da África portuguesa (1974-1977)

Dr. Alexandra Marques, Instituto de Ciências Sociais da Universidade de Lisboa, Portugal

500,000 portugueses deixaram Angola e Moçambique antes das independências em 1975. O Estado chamou- lhos "retornados", mas eles próprios (nas cartas escritas) e os militares consideraram-nos refugiados ou deslocados de guerra.

Sexualidades na web 2.0 : reflexividade, performances queer e futuros alternativos

Dr. Luiz Paulo Moita-Lopes, Universidade Federal do Rio de Janeiro, Brazil

Com base em teorias queer e por meio de dados gerados em etnografias virtuais, analiso conversas entre homens na Web 2.0, apontando as performances de sexualidades instáveis/móveis dos participantes.

Significados atribuídos aos usos do português na internet

Inês Signorini, Universidade de Campinas - UNICAMP, Brazil

Descrição e análise de modos de apreensão e articulação de questões de política linguística e de uso do português em espaços criados pelas tecnologias digitais de comunicação relacionadas à internet.

GIVING VOICE: STRUGGLES OF REPRESENTATION

Room 09

Exploring Interpreters as Inter-cultural Mediators: The Role of Interpreters in Communication

Summer Mouallem, University of Central Lancashire, United Kingdom

What is the role of interpreters? Should they remain faithful to speakers, only interpreting their speeches, or do they go beyond that and explain cultural nuances to ensure optimum communication?

Homophobic Homophiles: Queer Paradoxes in Contemporary Argentine Cinema

Dr. Raul Galoppe, Montclair State University, United States

By studying different depictions of queer characters in contemporary Argentine films, this exposes the imbalance between legislative LGBTQ advances and common representations of sexual dissidence in present day Argentine society.
(Continued - Thursday 13:10-15:15)

Imagined Communities and Gypsy Stereotypes: The Spanish Film "Alma Gitana" by Chus Gutierrez

Dr. Milagros López-Peláez Casellas, Coventry University, United Kingdom
This paper offers an exploration of the construction/representation of Spanish-Gypsy cultural, ethnic, and gender identity in the film "Alma Gitana" (1995) by Chus Gutierrez.

Lesbians in Mainstream Media

Maya Schwartz, Babes-Bolyai University Cluj Romania, Israel
An exploration on how lesbian characters are represented in the media throughout the years (1930s - today) and what is the lesbian community perception of their representation in the media.

The World as Stage: Approaches to Theater and Opera

Room 10

A Cry from the Theatre of Eagles: A Global Shout Out from Albanian and Kosovar Playwrights

Mark Stringham, University of the Incarnate Word, United States
A new generation of Kosovar and Albanian playwrights are creating plays of global significance. This paper analyzes the best of these plays and defines what message is being sent.

Artistic Literacy in Action: Interdisciplinary Social Engagement through the Staging of a New Holocaust Play, "Children of Drancy"

Dr. Nancy Kindelan, Northeastern University, United States
What makes drama and theatre experiences valuable for today's undergraduates? This paper examines how a community of interdisciplinary learners explored the French Holocaust through collaborative social inquiry and creative expression.

Feminist Strategies in Contemporary British Theatre

Gamze Şentürk, Atatürk University, Turkey
This study will reveal the strategic elements of feminist theatre used by contemporary British playwrights such as Sarah Daniels, Caryl Churchill, Pam Gems, and Timberlake Wertenbaker.
(Thursday)

15:15-15:30

COFFEE BREAK

15:30-17:10

CULTURAL TRADITIONS: LITERARY SYMBOLISM AND FOLKLORE
Room 01

The Artistic Imagination Gives New Life to Monsters of Japanese Mythology and Folklore
Dr. Yukihide Endo, Hamamatsu University School of Medicine, Japan
Japanese mythology and folklore is a treasure chest overflowing with mysterious creatures. Through the creation of marginalized monsters, imagination has contributed to an understanding of human vulnerability.

Between Saintly Maid and Nationalist Heroine: Joan of Arc in Nineteenth-century China
Dr. Gang Song, University of Hong Kong, Hong Kong Special Administrative Region of China
By adopting a comparative perspective, this paper explores the nuanced relationship between literary symbolism and cultural identity embedded in representative Chinese narratives on Joan of Arc in the nineteenth century.

The Creation of the Past and the Interpretation in the Present: A Case Study of the Oral Tradition of Hu Ze in Fangyan, Zhejiang Province, China
Wei Zhao, University of Illinois at Urbana Champaign, United States
This paper examines how the changing historical, social, and cultural background has shaped the oral tradition of Hu Ze (963 - 1039), a resident of Fangyan, Zhejiang Province, China.

Imperial Pride and Divine Humility: A Comparison of Empress Pulcheria’s Use of the Virgin Mary and Empress Wu’s Use of Kuan Yin for Political Purposes
Dr. Krista Rodin, Northern Arizona University, United States
A comparison between the rise of the cult of Mary under the Byzantine Empress Pulcheria and the rise of the cult of Kuan Yin under the Tang Empress Wu Zetian.

NEW MEDIA AND SOCIAL IMPACT
Room 02

Citizen Satirists, Global Landscapes, and Local Public Discourse
Rebecca Higgie, Curtin University, Australia
This paper examines how particular types of online user-generated satirical content (“citizen satire”) enter local public discourse through Appadurai’s notion of global landscapes.
(Continued - Thursday 15:30-17:10)

**Cultural Institution Website Evaluation: Developing a Framework and an Evaluative Tool Based upon Herzberg’s Motivational/Success Theories**
Donald Irvine Brown, El Camino College, United States
This presents an adaptation of Herzberg’s two factor satisfaction dissatisfaction theories in combination with the perceived needs of significant user groups to create a compelling cultural institution website evaluation framework.

**Human Rights, Information, and Communication Technology (ICT): A Case Study of Art Education Teacher Candidates**
Dr. Joanna Black, University of Manitoba, Canada — Dr. Orest Cap, University of Manitoba, Canada
Case study research on human rights education will be presented within the context of a pre-service course entitled, “digiART and Human Rights: A New Media, Arts Integrated Project”.

**Movement Hacking: Hackers, Hackerspaces, and Social Movements**
Alex Megelas, McGill University, Canada
Hackers and makers are an important component of a distinct and new social movement that promotes critical and technologically aware citizenship. I explore their commitment to social change.

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**CROSS-CULTURAL METHODS IN TEACHING**

**Room 03**

**Folklore Three Dimensionality: Literary, Linguistic, and Cultural/Regional Understanding**
Dr. Graciela Helguero-Balcels, Florida Atlantic University/Walden University, United States
Using of folklore as a tool for the humanities in areas of literature, linguistic commentary, cultural/ regional awareness, and interdisciplinary studies.

**Gadamer and Keats, or How Best to Travel in the Realms of Gold**
Dr. Erland Anderson, Spleen Enterprises, United States
The importance of studies in the humanities is exemplified by a Gadamerian praxis, in this case to the poetry of the English romantic poet John Keats.

**Gilgamesh: Bridging the Culture Gap between East and West**
Dr. Gerald Browning, Roger Williams University, United States
Gilgamesh offers a unique perspective to the continuing question of how Eastern and Western cultures can unite around the universal themes of human life.

**Music is Music: Releasing the Divides towards Making Us Whole**
Dr. Ruth Morrow, Midwestern State University, United States
Music has long been categorized and studied in individual stratified parts. Significant gains are achievable through side by side investigation of diverse musical cultures within a single curriculum.
(Continued - Thursday 15:30-17:10)

EDUCATION AND TECHNOLOGY
Room 04

Information Technology and Multimedia in Tertiary Language Teaching
Dr. Bruce Morrison, The Hong Kong Polytechnic University, Hong Kong Special Administrative Region of China
This discusses how a group of tertiary English teachers uses information technology and multimedia in class.

The Integrity of Presence: Teaching and the Humanities in the Digital Age
Dr. Dini Metro-Roland, Western Michigan University, United States — Dr. Paul Farber, Western Michigan University, United States
This paper provides a phenomenological analysis of two different forms of teacher presence, virtual and embodied, and explores the implications of online education for the humanities.

Reading in a Machine World: Preserving the Role of the Human(e) Reader in Writing Instruction
Dr. Doug Downs, Montana State University, United States
This discusses a theory of reading in writing instruction distinguishing human and machine response to writing and responds to techno-scientific skepticism of the value of human reading in writing instruction.

A Trajectory of Teacher Knowledge in Designing a Problem
Barbara Butterfield, University of Wollongong, Australia — Professor Mohan Chinnappan, University of South Australia, Australia
Education needs improve to meet the demands of our technological age. Mathematical knowledge for teaching is complex and its development can be captured by a trajectory of learning.

POST-COLONIAL LITERARY CRITIQUES
Room 05

Among the Unbelievable: Rage, Faith and Reason in Selected Writings by V.S. Naipaul
Prof. Robert J. Balfour, North-West University, South Africa
This is an exploration of representations of Islam as a faith from the perspective of Islamic scholars as well Nobel Prize Laureate and cultural critic V. S. Naipaul.

Divide and Rule: "King Lear" as a Feminist, Postcolonial Critique of Paradigms of Behaviour in Contemporary Indian Society
Preti Taneja, Royal Holloway, University of London, United Kingdom
"King Lear" read as a feminist text resulting from a 'divide and rule' culture, to critique paradigms of patriarchy including female foeticide, dowry, and silences around honour killing in India.

Intellectuals from Other Wor(l)ds: A Comparative Analysis of Ngugi wa Thiong'o and Ismail Kadare in the Light of Edward Said's Representations of the Intellectual
Edona Llukacaj, Istanbul Medipol University, Turkey
Relying on post-colonial theory, this paper examines the diverse literary contributions of Kadare and Ngugi as representatives of marginalized communities with regard to Said’s definition for the universal contemporary intellectual.
(Continued - Thursday 15:30-17:10)

**Literatures of Revenge and Remorse: A Consideration of Derek Walcott's Theory of New World Poetics**  
Dr. Sharon Cumberland, Seattle University, United States  
According to Derek Walcott, post colonial literature focusing on "the horrors of the past" is reduced to revenge or remorse, preventing the development of true poetry in the New World.

**ART AND HUMANITIES (PRESENTATIONS IN SPANISH)**  
Room 06  
**Herramientas básicas para el enfoque y análisis interdisciplinario musical-literario de un aparato textual**  
Sr. Bernat Garí, Universidad de Barcelona, Spain  
Con la presente comunicación pretendemos establecer una metodología de análisis interdisciplinar para la diseción de obras donde el peso de lo musical, imbricado con lo literario, se sepá eminentemente.

**La "Identidad" chetumaleña.: Un análisis a partir de su construcción iconográfica**  
Dr. Rafael Ignacio Romero Mayo, Universidad de Quintana Roo, Mexico  
Analizar, desde las iconografías de Gottmann, la construcción de la "identidad" chetumaleña en la frontera México-Belice desde finales del siglo XIX y a partir de un diferendo territorial regional.

**Una Interpretacion de los arqueo diseños e imágenes realizadas por los tlacuilos en el Codice Borgia**  
Dr. Octavio Ramon Rocha Herrera, Universidad Autónoma del Estado de Morelos / Universidad Pedagógica Nacional-Morelos, Mexico  
Es un estudio e interpretación de los arqueo diseños e imágenes contenidas en algunas páginas en el Códice Borgia, su organización e interrelación en un programa preiconográfico.

**GOVERNANCE AND REPRESENTATION**  
Room 07  
**Governance and Representation in New Zealand**  
Dr. Ann Sullivan, University of Auckland, New Zealand  
This paper examines governance and the politics of minority representation in local government, a case study of the relationship between local government and Māori in New Zealand.

**The Socio-genesis of Turkey’s "Wise Men": Investigating Liberal-democratic Habitus**  
Dr. Eylem Akdeniz, Istanbul Kemerburgaz University, Turkey  
This paper argues that, thanks to Islamism and the Kurdish movement in post-1980s Turkey, a privileged habitus of liberal democratic opinion producers has emerged.
South African Land and Agrarian Reform Programme Perspectives: Towards Good Governance

Modise Moseki, University of South Africa, South Africa

For the South African land and agrarian reform policy to achieve its set targets and objectives, relevant stakeholders need to ensure that policies are designed and implemented to address beneficiaries.

Usurpation of Sovereignty in New Zealand: Ngāpuhi’s Tribunal Claim

Hōne Sadler, The University of Auckland, New Zealand

This paper explains the Ngāpuhi’s initial hearings to the Waitangi Tribunal beginning in 2010, maintaining its claim to sovereignty.

Future of the Humanities

Room 08

Libraries and Digital Humanities: Case Studies in Bridging Academic Divides

Dr. Michael Rodriguez, Michigan State University, United States

Libraries can partner with departments and colleges across campuses in order to create practical and pedagogical synergies for teaching, research, and learning. This talk will examine successful examples.

The Troubled Higher Education Curriculum: A Case for the Humanities

Dr. William White, Buffalo State College, United States

This discusses reimagining higher education away from vocationalized job training programs, toward a recovered sense of aesthetics that privileges humanities and the liberal arts in service of lifelong learning.

Unplugging the Digital Humanities: Considering Paradigms that Re-privilege Humanity

Dr. Scott H. Boyd, Middle East Technical University-Northern Cyprus Campus, Turkey

This paper challenges the humanities to re-privilege the role of humanity by critiquing the market consumption, the medium, and the paradigms broadly embraced in the field of digital humanities.

Workshops

Room 09

A Função Docente na Sociedade do Conhecimento (15:30-16:15 - Presentation in Portuguese)

Maria das Gracas Vieira, Universidade Federal de Pernambuco - UFPE, Brazil — Iracema Campos Cusati, Brazil — Fernanda Matos de Moura Almeida, Coordenadora e professora na Doctum Iúna, Coordenadora do Curso de Ciências Contábeis da Faculdade de Ciência e Educação do Caparaó - FACEC e Professora nos cursos de Administração e Ciências Contábeis., Brazil

Procurou-se desenhar a função docente da profusão de exigências que lhe são postas na atualidade, numa contribuição ao redirecionamento das propostas prescritivas de mudança e, sobretudo, de formação do professor.
Nuevas perspectivas en filosofía del lenguaje: Función poética y escritura (16:25-17:10 - Presentation in Spanish)
Dr Ruy Henríquez, Universidad Complutense de Madrid, Spain
Las más recientes investigaciones sobre el aprendizaje del lenguaje, la función poética y la escritura, revelan que el lenguaje no es una simple herramienta cuyo uso el hombre aprende.

LITERARY PERSPECTIVES
Room 10
"Aura" and Archaic Greek Epigram
Donald Edward Lavigne, Texas Tech University, United Kingdom
I use Benjamin's concept of "aura" to elucidate the authority of Archaic Greek Epigram. It will be shown that the key lies in their monumental presence in space and time.

Gendered Narratives of Love, Autonomy, and the "Female Complaint" in Szabolcs Hajdu's "Bibliotheque Pascal": A Re-negotiation of Femininity and Authenticity
Katalin Kis, Central European University, Hungary
Focusing on a contemporary Hungarian film, my aim is to investigate the gendered aspects of authenticity as a prominent guideline of modern Western subjechthood.

Representation of Cultural Worldview through Color and Number Symbolism in Toni Morrison's "Beloved"
Dr. Shirley A. James Hanshaw, Mississippi State University, United States
Through the cultural phenomenon of paradoxical complementarity, Morrison's "Beloved" opens the boundaries of imagination to interrogate the interplay between the world of the living and that of the sacred dead.
Friday
08:45-09:00

MORNING ANNOUNCEMENTS

09:00-09:35

PLENARY SESSION - Patricia Leavy, Author and Arts-Based Researcher, USA
"Research-Informed Fiction: New Innovations"

09:35-10:10

PLENARY SESSION - Katalin Orbán, Art Theory and Media Institute, Eötvös Loránd University, Budapest, Hungary
"Embodied Reading: The Graphic Novel, Perception, and Memory"

10:10-10:45

GARDEN SESSION & COFFEE BREAK - Featuring Patricia Leavy and Katalin Orbán

10:45-10:55

MOVE TO PARALLEL SESSIONS

10:55-12:35

CHANGING SOCIAL AND CULTURAL PERSPECTIVES
Room 01
The Moral Dilemma and Social Disadvantages of Placing Unique Emphasis on the Filial Child
Shi Li, University of New England, Australia
This paper, affirming the positive aspects of promoting filial piety, points out the moral dilemma and the social disadvantages of placing unilateral emphasis on the filial child.
The Power of Art as Activism: Using Photovoice with Women Working in Diverse Aspects of the Sex Industry to Challenge Stigma and Stereotypes
Moshoula Capous Desyllas, California State University, Northridge, United States
Photovoice was implemented with sex workers, allowing women to represent themselves, their lives, and needs through photography. Photovoice was used to educate, empower, challenge stigma, and create change through art.

Time for a New Direction?: The Student Perspective on Humanitarian Learning in English Secondary Schools
Amanda McCorkindale, University of Manchester, United Kingdom
Do we ever stop and question the impact humanitarian topics have on the students we teach? Should we? This paper analyses the student perspective on humanitarian learning.

MODERNITY AND ITS DISCONTENTS: LITERARY AND CULTURAL RESPONSES
Room 02
The Brooding, Agitated Consciousness in Modern Novels: Tracing Dostoevsky’s Raskolnikov
Dr. Daniel Thurber, Concordia University, Nebraska, United States
Raskolnikov, the main character in Dostoevsky’s novel, “Crime and Punishment,” is the prototype of a character that reappears in subsequent major novels of the twentieth century.

Change in the European Mind: Reply to Paul Valery
Assoc. Prof. Murphy Richard, Bay Path College, United States
This is an introduction to my poetry manuscript, “Minds of Europe.” The essay refers to Paul Valery and what is referred to as the first globalism.

Landscape as a Source of Mood in the Poetry of Robert Frost
Dr. Owen Sholes, Assumption College, United States
Reading Robert Frost as a biologist, I conclude that his contemplation of decay and renewal stemmed from his astute observation of abandoned farms and subsequent resurgence of plants and animals.

Reality Bites: Dissociation and the Vampire Myth
Dr. Linda Jacobs, Long Island University, United States
This paper reconsiders the vampire myth through the lens of psychoanalytic relational theory and interprets vampiric experience in the light of dissociative, schizoid, and narcissistic phenomena.
(Continued - Friday 10:55-12:35)

**LITERARY NARRATIVES ON WAR**

Room 03

**'For Amber Waves of Ignorant Bliss: Three American Soldiers Write about the Iraq War**

Dr. Paul Ady, Assumption College, United States

This paper looks at how the Iraq War (2003 - 2011) has been rendered through recent notable novels and poetry by soldiers who actively served there.

**Militarism and Pacifism in Shakespeare’s "Antony and Cleopatra"**

Prof. Kathleen A. Kelly, Babson College, United States

Shakespeare’s "Antony and Cleopatra" revalues erotic love and military virtue by transforming love from an idle attraction into a faithful relationship that is the source and reward of military virtue.

**Oedipus, Lear, Samson: The Lesson in Your Sightless Eyes**

Dr. Mark Kelley, APUS, United States

This paper explores the tropes of seeing and blindness in the major tragedies of Sophocles, Shakespeare, and Milton to identify a critical challenge to a violent, militant, heroic masculine code.

**Bergman's "The Rake's Progress": How a Director Helped Create an Operatic Masterpiece**

Dr. Chandler Carter, Hofstra University, United States

Ingmar's Bergman's 1961 production of Stravinsky's opera "The Rake's Progress" helped transform and elevate the opera from what some considered a reactionary throwback to a modern masterpiece.

**EXPLORATIONS OF MEDIA REPRESENTATION**

Room 04

**Al-Jazeera Satellite Television Use among the Arab / Islamic Diaspora in Australia**

Dr. Sulay Jalloh, CHARLES DARWIN UNIVERSITY, Australia

The Qatar-based Al Jazeera Satellite Channel's popularity, and its controversies, go well beyond the Arab region. This study investigates how Arab/Islamic communities in Australia use the Arabic network.

**Discursive Traits of Subjectivity in Press Debates: Defense and Attack in Criminal Cases and Political Debate**

Elena Ferran, Communication and Media studies Arantxa. Elena at English Studies, Spain — Arantxa Capdevila, Universitat Rovira Virgili Communication and Media Studies, Spain

This paper explores discursive traits of subjectivity in press debates leading to a "more objective" evaluation of facts and ideas, defense and attack in criminal cases and political debate.

**Visual Politics in Italy from Mussolini to Berlusconi**

Dr. Steven White, Mount St. Mary's University, United States

The paper will examine continuities and discontinuities in Italian visual politics as practiced under Mussolini, by the mass parties of the cold war decades, and by Silvio Berlusconi since 1995.
MENTORING AND TEACHER TRAINING
Room 05

Evidence-based Mentoring in Higher Education: The High Impact Mentoring Model
Dr. Lesley Petersen, Teacher Education, New Zealand — Dr. Kathryn Dixon, Curtin University/Faculty of Humanities, Australia
This paper reports on a PhD action research investigation into the effects of mentoring on academic teaching practice in higher education, including the development of a high impact mentoring model.

The Meirca Project: Improving English Teaching Techniques in Central America
Ileana Mora, M.Ed., Instituto Tecnológico de Costa Rica, Costa Rica — Dr. Edwin Marín, Ph.D., Instituto Tecnológico de Costa Rica, Costa Rica
This project was developed simultaneously in four countries of Central America in order to provide training to current English teachers working in public schools in economically challenged areas.

Mentoring as a Means for Transforming Mentor Teachers’ Practical Knowledge
Assoc. Prof. Evangelia Frydaki, University of Athens, Greece — Maria Mamoura, Ph.D., University of Athens, Greece
This study investigates the potential for five mentor teachers to transform their practical knowledge through participation in a reformed, university-based mentoring program enhancing the role of school teachers as mentors.

Sorry…When Will I Hear a Good Word about My Work?: The Principal's Role in First Year Teachers' Success Stories
The principal's role in first year teachers' success stories is the subject of this paper.

VIOLENCE AND TRAUMA: SOCIAL AND CULTURAL STUDIES
Room 06

The Body in Violation
Dr. Elizabeth DePoy, University of Maine, United States — Dr. Stephen Gilson, University of Maine, United States
This paper examines criteria for humanness violated by the atypical body and the responses from revision to denial of the viability of life that are proffered to such bodies.

Can Language Heal Trauma?: A Consideration of Testimonies Given at the South African Truth and Reconciliation Commission
Dr. Felicity June Horne, University of South Africa, South Africa
This is an exploration, based on testimonies given at the South African Truth and Reconciliation Commission, of the extent to which verbalization can help bring healing to traumatized individuals.

Cultural Violence and Alevism: The Case of Turkey
Mevlut Ozben, Ataturk University, Turkey — Nuray Karaca, Ataturk University, Turkey
This study focuses on the cultural violence towards a minority ethnic group, Alevis, in Turkey. Alevism can be described as a religious group combining Anatolian Shi'ism and Sufism.
(Continued - Friday 10:55-12:35)

Understanding the Causes of Violence in Its Contemporary Form: Psychological Harassment in the Workplace
Julie Dussault, Laval University, Canada
Two seemingly opposed theses explaining violence in its contemporary form will be presented (social void and social excess) and supported by data collected from victims of psychological harassment at work.

FILM, ART, AND LITERATURE
Room 07
Art Diplomacy as a Pathway to Peace: Three Projects about Violence, Fear, and the Visualization of Hope
Heather Layton, University of Rochester, United States — Dr. Brian Bailey, Nazareth College, United States
The emerging field of Art Diplomacy has the potential to cross international borders, influence public perceptions of diverse cultures, and to convince governments to put down their weapons.

Casting Julio: Shakespeare and the Unity of the Arts
Dr. Ann Moore, Independent Scholar (retired), United States
This is an analysis of Julio Romano's role in "The Winter's Tale," based on critique of artwork and documentation of information available to Shakespeare and his first audience.

Unmasking Pandora's Historical Ghosts: The Interplay of Hispanic Culture, Theater, and Literature in Two Contemporary Cinematic Productions
Prof. Polly J. Hodge, Chapman University, United States
In this essay I investigate two Hispanic films, "La niña de tus ojos" (Spain, 1998) and "No" (Chile, 2012) in light of their corresponding literary, cultural, and historical foundations.

Voices of Children and State Violence in Contemporary Argentine novels
Dr. Laura R. Loustau, Chapman University, United States
The presentation analyzes narratives of two Argentine children as they experienced state violence, represented in two novels, "The Rabbit House" by Laura Alcoba and "La casa operativa" by Cristina Feijoo.

HUMAN EXPRESSIONS: VALUES AND MORALS
Room 08
A Crosscultural Examination of Helping Professionals’ Perceptions of Altruism: A Qualitative Investigation
Dodie Limberg, College of Education, United States — Dr. Edward Robinson, College of Education, United States — Renee Sherrell, University of Central Florida, United States
This research study examined helping professionals’ from the United States, Uzbekistan, Korea, and India, and their perceptions of altruism.
(Continued - Friday 10:55-12:35)

**Ethical Grounding of Neuroscientific Claims**
Elzbieta Szymanska-Swiatek, Athabasca University, Canada
I argue that traditional ethics coupled with neuroscience reinforces the typical opposition between phenomenological and scientific studies. As such, it cannot articulate the basis for norms.

**In Defense of Frugality: Insights from Science and Green Contemplatives**
Dr. Wioleta Polinska, North Central College, United States
Based on interdisciplinary assessment of the consumerist lifestyles, I will argue that Christian and Buddhist green contemplatives offer one way of restoring the subversive virtue of frugality.

**Women and Charity in Early Islam**
Nani Gelovani, lv. Javakhishvili Tbilisi State University, Georgia, Georgia
The paper discusses some aspects of Muslim women's philanthropy on the basis of an analysis of the evidence of various primary sources.

**WORKSHOPS**
Room 09

**Hybrid Instruction of Languages and Constructivism (10:55-11:40)**
Simone Elias, Northeastern University, United States
This paper examines the hybrid instruction background and the applications of this method to teach languages with constructivism.

**Under Construction Forever: An International Resource for the Art, Craft, and Science of Literary Humanities and Instruction (11:50-12:35)**
Dr. Enrique A. Puig, University of Central Florida, United States — Dr. Sandra L.. Robinson, University of Central Florida, United States
The workshop promotes the concept of socially constructed knowledge and distributed cognition to support literary humanities. Participants will learn about an international network to promote forward shifts in literary humanities.

**GETTING THE MESSAGE ACROSS: METHODS OF COMMUNICATION**
Room 10

**A Transformational Approach to Infusing American Sign Language and Deaf Perspectives in Humanities Education**
Rebecca Dadey, Onondaga Community College, United States
This cultural-linguistic model reframes the view of deaf individuals beyond the disability model. A successful program for American Sign Language and deaf culture study throughout humanities education greatly benefits society.
(Continued - Friday 10:55-12:35)

Inclusivity: A Study of Hong Kong Museum Environments
Meng K. Chan, The Hong Kong Polytechnic University, Hong Kong Special Administrative Region of China — Prof. Kin Wai Michael Siu, The Hong Kong Polytechnic University, Hong Kong Special Administrative Region of China

How can Hong Kong museums be improved to enhance the visually impaired visitors' (VIPs) museum experience? The study aims to support VIPs to construct visual, mental images of the exhibits.

The Specific Language Impaired Child and the Family: The Nigerian Experience
Prof. Shirley Yul-Ifode, University of Port Harcourt, Nigeria

This role of the family and the degree of awareness of that role in providing the stimulating environment for the development of the language of the Nigerian child.

12:45-13:15

TALKING CIRCLES (Themes listed below)
Room 1: Critical Cultural Studies
Room 2: Communications and Linguistics Studies
Room 3: Literary Humanities
Room 4: Civic, Political, and Community Studies
Room 5: Humanities Education

13:15-13:55

LUNCH

13:55-14:05

MOVE TO PARALLEL SESSIONS

14:05-15:45

HUMANITIES EDUCATION: SOCIAL AND CULTURAL STUDIES
Room 01

Free Dress Practices: The Case of Erzurum, Turkey
Erem Sarıkoca, Ataturk University, Turkey — Zuhal Yonca Odabaş, Ataturk University, Turkey

This presentation evaluates free dress practices in schools by students, teachers, and families with a quantitative perspective focusing on sociological concepts such as identity construction, stigmatization, and inequality.
An Investigation of Psychological Burnout of Regular Education and Special Education Teachers in Kuwait

Hamad Alajmi, — Nawaf Alzafiri, — Dr. Alhajri Meshari, College of Basic Education, Kuwait — Dr. Jerome M. Fischer, University of Texas Pan-American, United States

The purpose of this research was to investigate factors contributing to psychological burnout of regular and special education teachers.

The Usage of Web 2.0 by Professionals in Education: The Case of Turkey

Huseyin Odabas, Ataturk University, Turkey

This paper describes the information and technology literacy levels of educators in Turkey. Whether they correspond to the lifelong learning paradigm’s requirements in their educational practices is examined.

QUESTIONING REALITY AND GENRE: PHILOSOPHY, LITERATURE, AND HISTORICAL FICTION

Room 02

The Gate of Reality: The Idea of Reality in "Realontologie" by Hedwig Conrad-Martius

Dr. Ronny Miron, Bar Ilan University, Ramat Gan, Israel

Hedwig Conrad-Martius’ phenomenological study of reality seeks to unravel the seeming contrast between real and ideal in favor of the only genuine primordial opposition between the real and nonexistence.

History and Storytelling: Tracking Clues in Thomas Pynchon’s V and Christa Wolf’s Cassandra

Dr. Victoria de Zwaan, Trent University, Canada

Christa Wolf’s Cassandra and Thomas Pynchon’s V constitute two strikingly different 20th century imaginative engagements with, and challenges to, realist generic conventions of historical fiction and the assumptions about history.

Linguistic Features of Twenty-first Century Parables: A Case Study of Parables by Richard Bach

Anastasia A. Preobrazhenskaya, Ulyanovsk State University, Russian Federation

This article presents a short survey of the principal lexical, syntactic, and structural characteristics of modern parables. I intended to show that the modern parables represent a new genre formation.

Nazi Nostalgia: Imagining the Ordinary in Contemporary Historical Crime Fiction

Dr. Anthony Lake, Khalifa University, United Arab Emirates

This paper considers Philip Kerr’s "Bernie Gunther" series of crime novels, exploring their representation of Nazi era Germany through the lens of Hannah Arendt’s coinage the banality of evil.
INVESTIGATING IDENTITY POLITICS
Room 03
Between Identity and Integration, Assimilation, and Simulation: The Elusiveness of "Heimat" in Modern German and Turkish-German Literature
Dr. Christine Anton, Berry College, United States
This article continues to engage in the discourses of rethinking the concept of German identity in the works of German and Turkish-German authors.

Negotiating Public Space: Post-Soviet Linguistic Landscape in Kazakhstan
Dr. Irina Moore, University of Wolverhampton, United Kingdom
This paper demonstrates the insights that analysis of the linguistic landscape can provide into language policy debates. It is based on the changes in the post-Soviet space in Kazakhstan.

Overlapping Narratives: Stories of Contested Identity in Memory, History, and Myth
Dr. Ann Murphy, Assumption College, United States
Foundation myths of Israelis and Palestinians ignore the other's reality. Combining those stories and acknowledging agency and victimhood permits a more nuanced version of history that might point toward peace.

Reconfigurations of Space and Identity in Transnational Literature
Dr. Elke Segelcke, Illinois State University, United States
In consideration of Germany's hybrid cultures today, German-Turkish authors seek to render a nuanced understanding of Islam and Ottoman poetic traditions beyond the binary logic of a metaphysics of culture.

PROFESSIONAL DEVELOPMENT AND TEACHER EDUCATION
Room 04
Ethos of the Contemporary Knowledge Worker
Prof. Carel Stephanus De Beer, University of Pretoria, South Africa
The contemporary knowledge worker has a therapeutic responsibility: life needs repair. The medication: to inform well. Requirement: a life-informing attitude, meaning ethos of the unknown, lively imagination, spirit of invention.

"I, I, I," an Exploration of Self: Improve Teaching and Learning Potentials
Coral Cara, Victoria University, Australia
This paper is an exploration of self and self study in a professional educational setting. This self study will facilitate improved teaching and learning for self and students.

A Teacher Educator's Encounter with the Ideas of Philosophy, History, and Autobiography
Dr. Margaret Elizabeth Berci, City University of New York/College of Staten Island, United States
This examines the claim that the consilience of the ideas of philosophy, history, and autobiography produces a form of consciousness that is necessary to the development of an educator.
(Continued - Friday 14:05-15:45)

Using Up the Extra Thoughts: Fiction and Dance as Extensions of Research Practice
Prof. Sarah Katherine Tolmie, University of Waterloo, Canada
This paper explores how research into medieval visionary literature and embodiment translated into a novel, and how research on logic, narrative, and visualization can be expressed through contact improvisation dance.

Reflections on the Environment and Sustainability
Room 05
Are We There (Sustainable Development) Yet?: Analytical Results of Participation in the Case of the Paak Bara Deep Sea Port Project in Satun Province, Thailand
Asst. Prof. Dr. Umaporn Muneenam, Prince of Songkla University, Thailand — Dr. Thaniya Kaosol, Faculty of Engineering, Prince of Songkla University, Thailand
This presents an analysis of the three outcomes from the application of public participation in the case of the Paak Bara Deep Sea Port Project (Phase I), Satun Province, Thailand.

Disconnection between the Descendants and the Community: Funeral Rites in China
Dr. Shaoming Zhou, The University of Melbourne, Australia
This paper examines how the simplification of funeral rites in China has affected the fundamental interests of both the deceased and the descendants in funerals.

History Lessons: What the Past Tells Us about Current Environmental Practices in China
Professor Stephen Halsey, Department of History, University of Miami, United States
This examines the ways that institutions, practices, and attitudes toward the natural environment in late imperial China shaped current policies in the 21st century.

Modern Environmental Design for the Integration of Nature and Humanity: Inspiration from Taoist Spirituality and Inner Alchemy
Dr. Juntao Li, Sichuan Normal University, China — Qunhui Nie, Sichuan Conservatory Of Music, China
Taoist create a spirituality practice system to connect with the microcosm inside of body, which shows us a mind training system and new Taoist ideas on environmental design.

Theories and Practices of Teaching Writing and Literature
Room 06
Derek Walcott’s "The Odyssey" and "Omeros": The Epic Journey as Caribbean Exchange
Dr. Amee
Dr. Hampton University, United States — Joy Hendrickson, Hampton University, United States
Dr. Hendrickson and Dr. Carmines will be presenting a model for a humanities course built around fictional and non-fictional texts dealing with the Caribbean.
(Continued - Friday 14:05-15:45)

**Popular Culture in a Basic Writing Class: A Potential Site for Knowledge Negotiation**
Dr. Maria Pilar Milagros Garcia, Koç University, Turkey
This presentation will report on a study that analyzes how first year writing students engage in knowledge negotiations by reflecting on how social media helps them as writers.

**Teaching Flannery O’Connor in a Filipino Setting**
Dr. Jose Marcelino Nicdao, University of Asia & the Pacific, Philippines
Teaching the Catholic writer Flannery O’Connor to a Filipino learning community challenges the notion that a common belief system makes her stories easier to understand.

**Ways of Knowing: Acknowledging Difference in the Writing Classroom**
Professor Julia Kadlec-Wagner, Montclair State University, United States
Teaching standard written English in diverse, multicultural classrooms presents a paradox where the goal for diversity is replaced by the need to conform to cultural, philosophical, and pedagogical standards.

**SOCIAL RIGHTS AND AGENCY**
Room 07

**A Contemporary Transnational Political Genre: Yarn Bombing as Activist Protest**
Dr. Maureen Daly Goggin, Arizona State University, United States
This paper examines yarn bombing installations across different countries that function as contemporary activist protests on issues concerning war, political decisions, economic problems, and environmental sustainability.

**The Desert Mounted Corps Memorial as a Site of Ideology, Politics, and Power**
John Richard Stephens, Curtin University, Australia
This paper analyses the three incarnations of the Desert Mounted Corps Memorial, and their relations to national politics and the mythology of Anzac as expressions of ideology, politics, and power.

**The Performing Art and Calabar Carnival: Implications for Human Rights Protection in Nigeria**
Dr. Jacob Udayi Agba, Cross River University of Technology, Nigeria — Dr. Veronica Bassey-Duke, Cross River University of Technology, Nigeria
Performing arts is part of annual Calabar Christmas festival. The carnival is enjoyed by some Nigerians, but the rights of some other Nigerians in Calabar are abused.

"Since Henry Ford Apologized to Me": Using Linguistic Stereotypes to Subvert Ethnic and Racial Stereotypes
Dr. John F. McClymer, Assumption College, United States
Analysis of the popular use of ethnic and racial stereotypes, such as accents, by minority groups to attack their critics, focusing on anti-Semitism in the United States in the 1920s.
(Continued - Friday 14:05-15:45)

**SCIENCE, SOCIETY, AND EDUCATION**

Room 08

**F2F Learning in a MOOC World**
Prof. Paul R. Solomon, Western Michigan University, United States
Learning is a complex process that succeeds when there is passionate interaction between teachers and students. This paper details how to create and sustain this energy in any classroom.

**Links between the Humanities and the Natural Sciences: The View from Modern Science**
Dr. Geoff Woolcott, School of Education, Australia
This paper explores scientific approaches to the examination of concepts such as intelligence, creativity, learning and memory that relate to subjects taught in both the humanities and the natural sciences.

**Public Understanding of Science and Participatory Democracy**
Prof. Fatos Tarifa, European University of Tirana, Albania
The relationship between science policy and democracy is widely discussed in contemporary social science. This paper explores ways by which expert preferences and public choices can be harmonized.

**Virtual Villages: Networking a Global Archipelago**
Karen Le Rossignol, Deakin University, Australia
The creative arts, industries, and enterprises have a powerful capacity to transform. Virtual villages are a creative response to building "shape-shifting" skills in rural and regional communities.

**RETHINKING HUMAN CONNECTIONS**

Room 09

**Global Citizenship: Possibilities and Discontents**
Dr. Dalene M. Swanson, Nelson Mandela Metropolitan University, South Africa
Through an online transdisciplinary course on global citizenship, critical connections between the global and local are made, permitting a reflexive commitment to a range of justices urgent to our times.

**Globalization: Rediscovery of the Richness and Complexity of Human Existence**
Tony Svetelj, Boston College, United States
This paper articulates guidelines for a humanism more suitable for our time of globalization, which allow us to immerse ourselves into the universal cultural, spiritual, and religious heritage of humanity.

**Social Justice, African American Singers, and White House Politics: Eleanor Roosevelt’s Mastery of Propaganda**
Dr. Maurice B. Wheeler, University of North Texas, United States
Using the White House’s history as a musical venue, this presentation chronicles the First Lady’s use of the media to affect major political and social issues during the Roosevelt administration.

**The Struggle on the Path of Al Rahman: Rethinking Jihad in the Cause of Mercy**
Dr. Ben Hardman, University of Southern Mississippi, United States
Islamically-inspired paradigms of pluralism require a re-thinking of authentic sources. Current scholarship regarding a thematic study of the Quran recast jihad as a struggle for improving human conditions.
(Continued - Friday 14:05-15:45)

LITERARY HUMANITIES (PRESENTATIONS IN PORTUGUESE)
Room 10

O Animal no Humano: Meu tio, o lauretê, de Guimarães Rosa
Michel Mingote Ferreira de Azara, Universidade Federal de Minas Gerais / Paris-Sorbonne (Paris IV), France
Pensar, através do conto “Meu tio, o lauretê” (1962), de Guimarães Rosa, a problematização da fronteira entre o homem e o animal, o eu e o outro.

Roberto Piva e a Etnopoesia: O distanciamento da metrópole e a conscientização ecológica através da etnopoesia xamânica.
Marcelo Antonio Milare Veronese, Universidade Estadual de Campinas – UNICAMP, Brazil
Este é um estudo dos aspectos urbanos e naturais na poesia do brasileiro Roberto Piva, que começou escrevendo sobre a cidade e ao final criou uma etnopoesia “xamânica” e ecológica.

A Solidão das rochas: Um estudo do livro "Tempo espanhol", de Murilo Mendes
Doutorando Fábio José Santos de Oliveira, Universidade de São Paulo (USP)/ Université Paris 8, Brazil
Com enfoque entre literatura e artes plásticas, nosso ensaio procura analisar a obra Tempo espanhol (do poeta brasileiro Murilo Mendes), tendo por base “Toledo”, um dos textos principais livro.

PHYSIS - Memória da Ciência:: Base de dados histórica
Danny Rangel, University of Évora, Coimbra and Porto, Portugal — Prof Fátima Nunes, Centro de Estudos de História e Filosofia da Ciência, Portugal — Dr Augusto Fitas, Centro de Estudos de História e Filosofia da Ciência, Portugal — Ms Alice Gago, Portugal
O Centro de Estudos de História e Filosofia da Ciência (CEHFC) organizou uma Biblioteca Digital de Memória da Ciência a partir dos fundos da Biblioteca Pública de Évora: PHYSIS-BPE.

15:50-16:20

CONFERENCE CLOSING - Kathryn Weisbaum, Common Ground Publishing, USA
Presentation of Graduate Scholar Awards
Talking Circles Summary and Wrap-Up

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<td>California Lutheran University</td>
<td>USA</td>
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<tr>
<td>Geoff Woolcott</td>
<td>Southern Cross University</td>
<td>Australia</td>
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<tr>
<td>Yunus Yoldaș</td>
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<tr>
<td>Min-Chia Young</td>
<td>Interior Design Department</td>
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<tr>
<td>Shirley Yul-Hode</td>
<td>University of Port Harcourt</td>
<td>Nigeria</td>
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<td>Diana Zadoff</td>
<td>David Yellin Academic College of Education</td>
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<td>Grazyna Zajdow</td>
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<tr>
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<tr>
<td>Wei Zhao</td>
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<td>USA</td>
</tr>
<tr>
<td>Shaoming Zhou</td>
<td>The University of Melbourne</td>
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</tr>
<tr>
<td>Radoslav Zuk</td>
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<td>Canada</td>
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**Spanish and Portuguese Participants**

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<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Country</th>
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<tbody>
<tr>
<td>Marilda Cavalcanti</td>
<td>Universidade Estadual de Campinas</td>
<td>Brazil</td>
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<tr>
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<tr>
<td>Alejandra Coudannes Aguirre</td>
<td>University of the Littoral</td>
<td>Argentina</td>
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<tr>
<td>Evisandra Isys de Almeida Sandes</td>
<td>Universidade Estadual Paulista</td>
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</tr>
<tr>
<td>Bernat Gari</td>
<td>Universidad de Barcelona</td>
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</tr>
<tr>
<td>Ruy Henriquez</td>
<td>Universidad Complutense de Madrid</td>
<td>Spain</td>
</tr>
<tr>
<td>Alexandra Marques</td>
<td>Instituto de Ciências Sociais da Universidade de Lisboa</td>
<td>Portugal</td>
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<tr>
<td>Luis Marcelo Martino</td>
<td>Universidad Nacional de Tucumán</td>
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<tr>
<td>Giovana Carla Mastromauro</td>
<td>Universidade Estadual de Campinas</td>
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<tr>
<td>Marcelo Antonio Milare Veronese</td>
<td>Universidade Estadual de Campinas</td>
<td>Brazil</td>
</tr>
<tr>
<td>Michel Azara</td>
<td>Universidade Federal de Minas Gerais/Paris-Sorbonne</td>
<td>France</td>
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<tr>
<th>Name</th>
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<tr>
<td>Luiz Paulo</td>
<td>Universidade Federal do Rio de Janeiro</td>
<td>Brazil</td>
</tr>
<tr>
<td>Fátima</td>
<td>Centro de Estudos de História e Filosofia da Ciência</td>
<td>Portugal</td>
</tr>
<tr>
<td>Danny</td>
<td>University of Évora, Coimbra and Porto</td>
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<td>Ana Maria</td>
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<td></td>
<td>Universidade Autónoma del Estado de Morelos/Universidad</td>
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</tr>
<tr>
<td>Octavio Ramon</td>
<td>Pedagógica Nacional-Morelos</td>
<td>Mexico</td>
</tr>
<tr>
<td>Rafael Ignacio</td>
<td>Universidad de Quintana Roo</td>
<td>Mexico</td>
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<tr>
<td>Juan M.</td>
<td>University of Tarapacá</td>
<td>Chile</td>
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<tr>
<td>Fábio José</td>
<td>Universidade de São Paulo/Université Paris 8</td>
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<td>Cezar Luis</td>
<td>Universidade Federal do Pará</td>
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<tr>
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<tr>
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<td>Gracas</td>
<td>Universidade Federal de Pernambuco</td>
<td>Brazil</td>
</tr>
<tr>
<td>Davor F.</td>
<td>First Coast Interpreting and Translations</td>
<td>USA</td>
</tr>
<tr>
<td>Mirta R.</td>
<td>Florida State College at Jacksonville</td>
<td>USA</td>
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