



Sixteenth International Conference on

New Directions in the Humanities

2018 Special Focus:
Reconsidering Freedom

University of Pennsylvania
Philadelphia, USA
5–7 July 2018

Sixteenth International Conference on
New Directions in the Humanities

“Reconsidering Freedom”

5–7 July 2018 | University of Pennsylvania | Philadelphia, USA



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Seventeenth International Conference on New Directions in the Humanities
www.thehumanities.com

First published in 2018 in Champaign, Illinois, USA
by Common Ground Research Networks, NFP
www.cgnetworks.org

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Designed by Ebony Jackson and Brittani Musgrove



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Dear Humanities Conference Delegates,

Welcome to Philadelphia and the Sixteenth International Conference on New Directions in the Humanities. My Common Ground Research Networks colleagues and I are so pleased you have joined us for this year's event.

Over the course of more than three decades, Common Ground has given voice to many thousands of creative and scholarly speakers and authors—people with things to say about the world and who are saying them to change the world.

We have a strong commitment to providing opportunities for such people to meet, share, and learn from each other. This conference brings together researchers, practitioners, and scholars from a wide range of disciplines who have a common interest in the themes and concerns of the New Directions in the Humanities Research Network. As a result, topics are broached from a variety of perspectives, interdisciplinary methods are applauded, and mutual respect and collaboration are encouraged. Through our meeting, we talk, learn, and gain inspiration.

While conference inspiration may fade with time, Common Ground offers a means for keeping inspiration alive through CG Scholar, an online environment for knowledge working and learning. CG Scholar provides a “help economy” where peers are credited for their mutual contributions in the New Directions in the Humanities Research Network. We encourage all conference participants to explore CG Scholar—an internet venue for intellectual interaction and imagination.

Common Ground has nurtured scholarly inspiration for more than three decades as an organization deeply engaged with the critical questions of our time. As a media innovator, we are creating the spaces and technical conditions in which, collectively, we can discuss the role of the humanities.

I am grateful to all of you for sharing your work at this conference. Additionally, I thank my New Directions in the Humanities Research Network colleagues Sara Hoke, Rae-Anne Montague, and Hannah Werner, who have helped organize and produce this meeting with great dedication and expertise.

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

Best wishes,

Homer Stavelly
Conference Host
Common Ground Research Networks





*Founded in 1984, we are committed to building new kinds of knowledge communities,
innovative in their media and forward thinking in their messages.*



Heritage knowledge systems are characterized by vertical separations—of discipline, professional association, institution, and country. Common Ground Research Networks takes some of the pivotal challenges of our time and curates research networks which cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of humanities, the nature of interdisciplinarity, the place of the arts in society, technology's connections with knowledge, the changing role of the university—these are deeply important questions of our time which require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations.

Common Ground Research Networks are meeting places for people, ideas, and dialogue. However, the strength of ideas does not come from finding common denominators. Rather, the power and resilience of these ideas is that they are presented and tested in a shared space where differences can meet and safely connect—differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. These are the kinds of vigorous and sympathetic academic milieus in which the most productive deliberations about the future can be held. We strive to create places of intellectual interaction and imagination that our future deserves.

Common Ground Research Networks offer integrated programs of action: international conferences, scholarly journals, book imprints, and online dialogue spaces using our path-breaking social knowledge software, *CGScholar.com*

 Aging & Social Change Research Network	 The Arts in Society Research Network	 Books, Publishing & Libraries Research Network	 Climate Change: Impacts & Responses Research Network
 Communication and Media Studies Research Network	 Constructed Environment Research Network	 Design Principles & Practices Research Network	 Diversity in Organizations, Communities & Nations Research Network
 e-Learning & Innovative Pedagogies Research Network	 Food Studies Research Network	 Global Studies Research Network	 Health, Wellness & Society Research Network
 The Image Research Network	 The Inclusive Museum Research Network	 Interdisciplinary Social Sciences Research Network	 The Learner Research Network
 New Directions in the Humanities Research Network	 On Sustainability Research Network	 Organization Studies Research Network	 Religion in Society Research Network
 Spaces & Flows Research Network	 Sports & Society Research Network	 Technology, Knowledge & Society Research Network	 Tourism and Leisure Research Network

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New Directions in the Humanities Research Network

*Exploring settled traditions in the humanities while
at the same time setting a renewed agenda
for their future*



New Directions in the Humanities | Research Network

The New Directions in the Humanities Research Network is dedicated to the concept of independent, peer-led scholars, researchers, and practitioners, working together to build democratic bodies of knowledge, related to topics of critical importance to society at large. Its members are brought together by a shared commitment to the humanities, and a concern for their future.

Conference

The conference is built upon four key features: Internationalism, Interdisciplinarity, Inclusiveness, and Interaction. Conference delegates include leaders in the field as well as emerging scholars, who travel to the conference from all corners of the globe and represent a broad range of disciplines and perspectives. A variety of presentation options and session types offer delegates multiple opportunities to engage, to discuss key issues in the field, and to build relationships with scholars from other cultures and disciplines.

You have already begun your engagement in the research network by attending this conference, presenting your work, and interacting face-to-face with other members. We hope this experience provides a valuable source of feedback for your current work and the possible seeds for future individual and collaborative projects, as well as the start of a conversation with network colleagues that will continue well into the future.

Publishing

The New Directions in the Humanities Research Network enables members to publish through two media. First, network members can enter a world of journal publication, unlike the traditional academic publishing forums—a result of the responsive, non-hierarchical, and constructive nature of our member based peer review process. The New Directions in the Humanities Journal Collection provides a framework for member based double-blind peer review, enabling authors to publish into an academic journal of the highest standard, but also to participate in the validation of knowledge that is produced by the research network. The second publication medium is through the book imprint, where we publishing cutting edge books in print and electronic formats.

We encourage you to submit an article for review and possible publication in The New Directions in the Humanities Journal Collection. Publication proposal and manuscript submissions are also welcome.

Membership

As a New Directions in the Humanities Research Network member you have access to a broad range of benefits, tools, and resources:

- Digital subscription to the New Directions in the Humanities Journal Collection for one year.
- Digital subscription to the book imprint for one year.
- One article publication per year (pending peer review).
- Participation as a reviewer in the peer review process, with the opportunity to be listed as a Reviewer.
- Subscription to the community e-newsletter, providing access to news and announcements for and from the research network.
- Option to add a video presentation to the research network YouTube channel.
- Free access to the Scholar social knowledge platform, including:
 - ◊ Personal profile and publication portfolio page.
 - ◊ Ability to interact and form communities with peers away from the clutter and commercialism of other social media.
 - ◊ Optional feeds to Facebook and Twitter.
 - ◊ Complimentary use of Scholar in your classes—for class interactions in its Community space, multimodal student writing in its Creator space, and managing student peer review, assessment, and sharing of published work.





Social Media



www.facebook.com/NewDirectionsintheHumanities



[@onthehumanities](https://twitter.com/onthehumanities) | [#ICNDH18](https://twitter.com/hashtag/ICNDH18)



Exploring ways to broaden the scope of the humanities and creating a wider critical canvas through cultural studies.

Theme 1: Critical 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
- Interdisciplinary and multidisciplinary humanities
- The relationship of humanities to other knowledge domains (technology, science, economics)
- Making knowledge: research in the humanities
- Subjectivity and objectivity, truth and relativity
- Philosophy, consciousness and the meanings of meaning
- Geographical and archeological perspectives on human place and movement
- The study of humans and humanity, past and present
- The future of humanities

Examining the forms and effects of human representation and communication

Theme 2: Communications and Linguistics Studies

- Human representations and expression through art, media, technology, design
- Communications in human interactions
- Linguistic and cultural diversity: its nature and meanings
- Language dynamics: global English, multilingualism, language death, language revival
- New media, new messages, new meanings in the "information society"

Analyses of literatures and literary practices, to stabilize bodies of work in traditions and genres, or to unsettle received expressive forms and cultural contents

Theme 3: Literary Humanities

- Examining changes over time in conceptual frameworks, ways of knowing, and ways of seeing
- Critique in literary analysis; the role of the critic; perspectives on criticism
- Conceptual frameworks (modern, postmodern, neo-liberal, colonialism, post-colonialism, etc)
- Literatures: national, global and diasporic
- Literary forms (fiction, the novel, poetry, theater, non-fiction) and genres
- Literary forms of media: photography, film, video, internet
- Identity and difference in literature



Social studies in the humanities, where the humanities meet the 'social sciences'

Theme 4: Civic, Political, and Community Studies

- 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
- Human formations: families, institutions, organizations, states and societies
- Human expressions: values, attitudes, dispositions, sensibilities
- Human differences: gender, sexuality, families, race, ethnicity, class, (dis)ability
- Affinities: citizenship and other forms of belonging
- Globalization and its discontents
- Diversity: dialogue as a local and global imperative
- The dynamics of identity in culture
- Immigration, refugees, minorities and diaspora
- Internationalism, globalism, multiculturalism, cosmopolitanism
- Human rights
- Human violence and peace
- Governance and politics in society

On theories and practices of teaching and learning in the disciplines of the humanities and humanistic social sciences

Theme 5: Humanities Education

- General and subject-specific pedagogy
- Language acquisition and language instruction
- Learning new languages (including second language instruction, multilingual)
- Professional development and teacher education
- Influence of learner characteristics on the educational process
- Education for a new humanity



Sixteenth International Conference On

New Directions in the Humanities



Reconsidering Freedom

5–7 July 2018
University of Pennsylvania
Philadelphia, USA

Reconsidering Freedom

Defined methodologically, the humanities consist of a range of disciplinary practices designed to interrogate the nature of the human. More than this, the humanities have also historically built normative agendas for the human—hence notions of the humane, the humanistic, human rights, global humanity, and the locally humanized. “Freedom” is a key concept in many of these agendas—freedom of cultural action, freedom of speech and opinion, and rights to unfettered, autonomous creative expression. However, in what ways must we reconsider freedom in an age that seems increasingly to be characterized by dissociation, division, and social contestation? What is the role of the humanities in our current epoch? Are the fundamental principles of the humanities in jeopardy? What are the humanities’ ongoing obligations to freedom?



Humanities-Science-Technology

The western roots of techno-science are the Greek concept of ‘techne’, and its Latin equivalent ‘ars’. These roots tell of a narrowing of definition in modern times, and of a particular kind. It is a narrowing which dehumanizes techno-science, reducing it to programs of merely instrumental rationality. More broadly, by contrast, ‘techne’ and ‘ars’ meant art, craft and science, a kind of practical wisdom involving both doing (application of technique, using tools) and reasoning (understanding the principles underlying the material and natural world). These ‘arts’ are the stuff of human artifice, and the result is always an aesthetic (those other ‘arts’) and human value-drenched, as well as instrumental. Such is an artfulness that can only be human, in the fullness of our species being. Now is the time to broaden the agenda of techno-science once again. How better than to redefine science and technology as ‘arts’?

Indeed, our times may well demand such a redefinition. The new technologies and sciences of informatics, for instance, are infused to a remarkable degree with the human of the humanities: the human-centered designs which aim at ‘usability’; the visual aesthetics of screen designs; the language games of search and tag; the naming protocols and ontologies of the semantic web; the information architectures of new media representations; the accessibility and manipulability of information mashups that make our human intelligence irreducibly collective; and the literariness of the code that drives all these things. So too, new biomedical technologies and sciences uniquely inveigle the human—when considering, for instance, the ethics of bioscience and biotechnology, or the sustainability of the human presence in natural environments.

Humanities-Economy-Commerce

Returning to roots again, the Greek ‘oikonomi’ or the Latin ‘oeconomia’ integrate the human in ways now all-too-easily lost to the more narrowly understood contemporary understandings of econo-production. In the modern world, ‘economy’ and ‘production’ have come to refer to action and reflection pertaining to the domains of paid work, the production of goods and services, and their distribution and market exchange. At their etymological source, however, we find a broader realm of action—the realm of material sustenance, of domesticity (the Greek ‘oikos’/household and ‘nemein’/manage), of work as the collaborative project of meeting human needs, and of thrift (economizing), not just as a way of watching bottom lines, but of conserving human effort and natural resources.

Today more than ever, questions of the human arise in the domain of the econo-production, and these profoundly imbricate human interests, needs and purposes. Drawing on the insights of the humanities and a renewed sense of the human, we might for instance be able to address today’s burning questions of economic globalization and the possible meanings and consequences of the ‘knowledge economy.’



The Humanities Themselves

And what of the humanities in themselves and for themselves? To the world outside of education and academe, the humanities are considered by their critics to be at best esoteric, at worst ephemeral. They seem to have less practical 'value' than the domains of techno-science and econo-production.

But what could be more practical, more directly relevant to our very existence than disciplines which interrogate culture, place, time, subjectivity, consciousness, meaning, representation and change? These disciplines name themselves anthropology, archaeology, art, communication, arts, cultural studies, geography, government, history, languages, linguistics, literature, media studies, philosophy, politics, religion and sociology. This is an ambitious program even before mention of the social sciences and the professions of community service which can with equal justification be regarded as closely related to the humanities, or even subjects of the humanities, more broadly understood.

Within this highly generalized scope, the Humanities Conference, Journal Collection, Book Imprint and News Weblog have two particular interests:

Interdisciplinarity: The humanities is a domain of learning, reflection and action which require dialogue between and across discipline-defining epistemologies, perspectives and content areas.

Globalism and Diversity: The humanities are to be considered a space where recognizes the dynamics of differences in human history, thought and experience, and negotiates the contemporary paradoxes of globalization. This serves as a corrective to earlier modes of humanities thinking, where one-sided attempts were made to refine a singular essence for an agenda of humanism.

The humanities come into their own in unsettling spaces like these. These kinds of places require difficult dialogues, and here the humanities shine. It is in discussions like these that we might be able to unburden ourselves of restrictively narrow knowledge systems of techno-science and econo-production.

The conversations at the conference and the publications in the journals, book series and online community range from the broad and speculative to the microcosmic and empirical. Whatever their scope or perspective, the over-riding concern is to redefine the human and mount a case for the humanities. At a time when the dominant rationalisms are running a course that seems at times draw humanity towards ends that are less than satisfactory, the disciplines of the humanities reopen fundamental questions of the human—for pragmatic as well as redemptory reasons.



New Directions in the Humanities | Advisory Board

The principal role of the Advisory Board is to drive the overall intellectual direction of the New Directions in the Humanities Research Network and to consult on our foundational themes as they evolve along with the currents of the field. Board members are invited to attend the annual conference and provide important insights on conference development, including suggestions for speakers, venues, and special themes. We also encourage board members to submit articles for publication consideration to the New Directions in the Humanities Journal Collection as well as proposals or completed manuscripts to the New Directions in the Humanities Books Imprint.

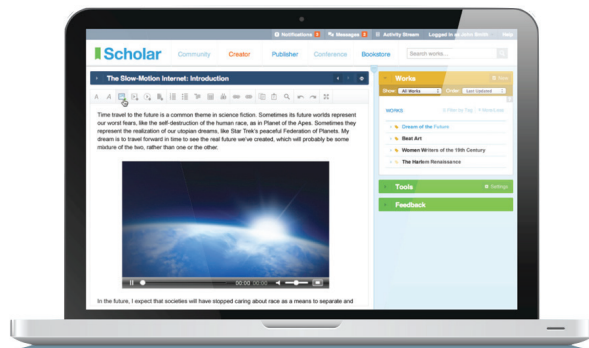
We are grateful for the continued service and support of the following world-class scholars and practitioners.

- **Asunción López-Varela Azcárate**, Universidad Complutense de Madrid, Madrid, Spain
- **David Christian**, San Diego State University, San Diego, USA
- **Joan Copjec**, Brown University, Providence, USA
- **Mick Dodson**, Australian National University, Canberra, Australia
- **Oliver Feltham**, American University of Paris, Paris, France
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- Establishing a new research network *relevant to your field*.
- Creating *new academic work* in our innovative publishing space.
- Building a *peer review network* around your work or courses.

Scholar Quick Start Guide

1. Navigate to <http://cgscholar.com>. Select **[Sign Up]** below 'Create an Account'.
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:** Include information about yourself, including a linked CV in the top, dark blue bar.
- **Interests:** Create 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 avatar and click the 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.



A Digital Learning Platform

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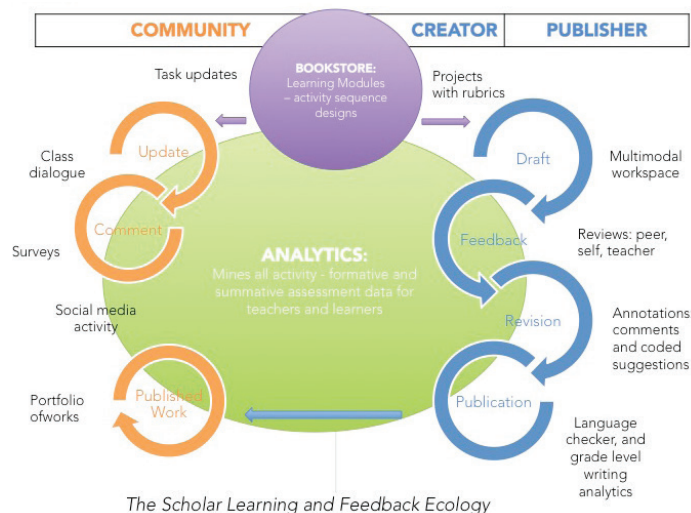
Scholar is a social knowledge platform that *transforms the patterns of interaction in learning by putting students first*, positioning them as knowledge producers instead of passive knowledge consumers. **Scholar** provides scaffolding to encourage making and sharing knowledge drawing from multiple sources rather than memorizing knowledge that has been presented to them.

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 research network 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 Research Network 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.
- Evaluate student work using a variety of measures in the assessment dashboard.



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://knowledge.cgscholar.com>.



New Directions in the Humanities Journal Collection

*Committed to creating an intellectual frame of
reference and support for an interdisciplinary
conversation that builds on the past traditions of
the humanities whilst setting a renewed agenda
for their future*



New Directions in the Humanities | Collection of Journals



Indexing

China National Knowledge Infrastructure (CNKI Scholar)
Communication Source (EBSCO)
Fuente Académica Plus (EBSCO)
Genamics Journal Seek
Humanities International Complete (EBSCO)
Humanities International Index (EBSCO)
Humanities Source (EBSCO)
Humanities Source International (EBSCO)
Literary Reference Center Plus (EBSCO)
Modern Language Association
Political Science Complete (EBSCO)
Scopus
The Australian Research Council (ERA)
Ulrich's Periodicals Directory

Founded:

2003

Publication Frequency:

Quarterly (March, June, September, December)

Acceptance Rate:

33% (2017)

Network Website:

thehumanities.com

About

Discussions in the New Directions in the Humanities Journal Collection range from the broad and speculative to the microcosmic and empirical. Their over-riding concern, however, is to redefine our understandings of the human and mount a case for the disciplinary practices of the humanities. At a time when the dominant rationalisms are running a course that often seem to draw humanity towards less than satisfactory ends, these journals reopen the question of the human—for highly pragmatic as well as redemptory reasons.

The New Directions in the Humanities Journal Collection is relevant for academics across the whole range of humanities disciplines, research students, educators—school, university, and further education—anyone with an interest in, and concern for the humanities.

All the journals in the New Directions in the Humanities Journal Collection are peer-reviewed, supported by rigorous processes of criterion-referenced article ranking and qualitative commentary, ensuring that only intellectual work of the greatest substance and highest significance is published.

Collection Editor



Asun Lopez-Varela, Universidad Complutense de Madrid, Madrid, Spain

Reviewers

Articles published in the New Directions in the Humanities Journal Collection are peer reviewed by scholars who are active members of the New Directions in the Humanities Research Network. Reviewers may be past or present conference delegates, fellow submitters to the collection, or scholars who have volunteered to review papers (and have been screened by Common Ground's editorial team). This engagement with the research network, as well as Common Ground's synergistic and criterion-based evaluation system, distinguishes the peer review process from journals that have a more top-down approach to refereeing. Reviewers are assigned to papers based on their academic interests and scholarly expertise. In recognition of the valuable feedback and publication recommendations that they provide, reviewers are acknowledged as Reviewers in the volume that includes the paper(s) they reviewed. Thus, in addition to the Journal Collection's Editors and Advisory Board, the Reviewers contribute significantly to the overall editorial quality and content of the collection.





New Directions in the Humanities | Collection Titles



The International Journal of the Humanities: Annual Review

ISSN: 1447-9508 (print) | 1447-9559 (online)

DOI: 10.18848/1447-9508/CGP

Indexing: Humanities International Complete, Humanities International Index, Humanities Source, Humanities Source International, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory

About: *The International Journal of the Humanities: Annual Review* provides a space for dialogue and publication of new knowledge that builds on the past traditions of the humanities whilst setting a renewed agenda for their future.



The International Journal of Civic, Political, and Community Studies

ISSN: 2327-0047 (print) | 2327-2155 (online)

DOI: 10.18848/2327-0047/CGP

Indexing: Political Science Complete (EBSCO), Scopus, Ulrich's Periodicals Directory

About: *The International Journal of Civic, Political, and Community Studies* invites theoretical work and case studies documenting socially-engaged civic, political, and community practices.



The International Journal of Communication and Linguistic Studies

ISSN: 2327-7882 (print) | 2327-8617 (online)

DOI: 10.18848/2327-7882/CGP

Indexing: Communication Source (EBSCO), Scopus, Ulrich's Periodicals Directory

About: *The International Journal of Communication and Linguistic Studies* critically examines the exchange of human meaning, from the processes of representation or symbolic sense-making grounded in human cognition, outward manifestations of communication, and the dynamics of interpretation.



The International Journal of Critical Cultural Studies

ISSN: 2327-0055 (print) | 2327-2376 (online)

DOI: 10.18848/2327-0055/CGP

Indexing: Scopus, Ulrich's Periodicals Directory

About: *The International Journal of Critical Cultural Studies* critically examines the social, political and ideological conditions of cultural production and offers a wide canvas for the examination of media, identities, politics, and cultural expression.



New Directions in the Humanities | Collection Titles



The International Journal of Humanities Education

ISSN: 2327-0063 (print) | 2327-2457 (online)

DOI: 10.18848/2327-0063/CGP

Indexing: Scopus, Ulrich's Periodicals Directory

About: *The International Journal of Humanities Education* explores teaching and learning in and through the humanities encompassing a broad domain of educational practice, including literature, language, social studies and the arts.



The International Journal of Literary Humanities

ISSN: 2327-7912 (print) | 2327-8676 (online)

DOI: 10.18848/2327-7912/CGP

Indexing: Fuente Académica Plus (EBSCO), Scopus, Ulrich's Periodicals Directory

About: *The International Journal of Literary Humanities* analyzes and interprets literatures and literacy practices, seeking to unsettle received expressive forms and conventional interpretations.



Article Submission Process and Timeline

Below, please find step-by-step instructions on the journal article submission process:

1. **Review the Requirements:** All article submissions must meet the Article Requirements listed on our Author Guidelines page (<http://cgnetworks.org/support/author-guidelines>). Before submitting your article, please thoroughly review these requirements, and revise your article to follow these rules. Initial submissions which do not meet these requirements will be returned to the author(s) for revision.
2. **Upload the Submission:** Once you have revised your initial submission to meet the article requirements, you may then upload your submission in one of two ways:
 - ◊ If you are not attending a CGRN conference and you simply wish to submit your article for consideration to one of the CGRN academic journals, please use the following guide: Submitting an Article to the Journal (<http://cgnetworks.org/support/submitting-an-article-to-the-journal>).
 - ◊ If you are presenting at a conference, your conference registration includes a complimentary Research Network Membership* (see Step 6). Please upload your article submission using your conference proposal (this will allow you to skip Step 6 of the process). For assistance in uploading, please use the Journal Article Submission for Scholar Event Attendees guide: (<http://cgnetworks.org/support/journal-article-submission-using-the-conference-portal>).
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- Submission Round 3 – 15 July
- Submission Round 4 (final) – 15 October

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Award Winner, Volume 15

Li Ru Lu, National Sun Yat-sen University, Taiwan, Kaohsiung City

For the Article

“Ecocriticism of Nineteenth-Century Taiwan in John Dodd’s ‘Formosa’,” *The International Journal of Critical Cultural Studies*, Volume 15, Issue 2

DOI: 10.18848/2327-0055/CGP/v15i02/1-8

Abstract

This article applies ecocriticism to representations of the environment in nineteenth-century Formosa (now Taiwan), focusing on the writings of John Dodd (1838–1907). An English merchant and traveling naturalist, Dodd visited Formosa, made observations, and documented the mostly unknown landscapes and natural resources in early Taiwan. In the fields of ecocritical studies, Dodd is largely unheard of and mostly unknown. Maintaining that ecocriticism is inspired by British Romanticism and American wilderness writing, most ecocritics pay attention to the works of English and American nature writers, such as William Wordsworth or Henry David Thoreau. Focusing on nineteenth-century natural histories about Formosa, this article explores some uncharted spaces of ecocriticism. It aims to offer an ecocritical examination of the writings of Dodd, with special attention to the following questions. How might the genre of travel accounts relate to nature history writing? How is Formosa’s environment represented in the traveling natural histories of Dodd? How did Dodd introduce his readers to the natural productions and natural resources of Formosa? How did Dodd suggest the incipient notion of environmental conservation?



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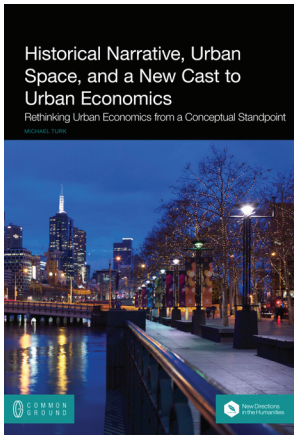
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Historical Narrative, Urban Space, and a New Cast to Urban Economics: Rethinking Urban Economics from a Conceptual Standpoint

Michael Turk



ISBNs:

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978-1-61229-945-7 (pdf)

170 Pages

Network Website:

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DOI:

10.18848/978-1-61229-939-6/CGP

A rethinking of urban economics involves transforming time from a metronomic parameter to an assaying of connection, separation, and memory. Accordingly, what should be the proper weighting of history in analyses of the urban economic environment, and how might differing takes on the nature of urban space figure in reimagining such analyses?

From this conceptual turn mathematical, social, and historical challenges to conventional treatments of urban economics follow. These challenges, though, are hardly discrete.

The social and the historical come together, as collective experience may be manifested in acts by historical agents and be built around governmental laws and rules as well as customary practices. One might also see the social consequences of the assumption of mathematical continuity, implicitly accepting the axiom of mobility, in that the mathematics employed translates into a lack of recognition of the virtues of immobility, namely housing security for the broader community, a social consideration contributing to why housing markets are different.

What emerges is a critique of many of the standard models in urban economics. For, however abstracted models based upon location theory or implicit framing devices, like the imperative of technology or the tension between concentration and dispersal, may be, they must be comprehended as narratives. These economic narratives do not stand alone, but must be grounded in history. In the process, one may well find counter-narratives leading to markedly different conclusions, as in the case of rent control or depictions of the role of land speculation in urban development.

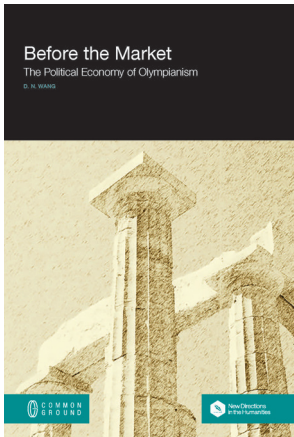
Author Bio:

Now a professor emeritus in economics at Fitchburg State University, **Michael Turk** taught there from 1982 to 2015. In his scholarly pursuits he has tried to bridge economics and history. In his book, *The Idea of History in Constructing Economics*, published in 2015, he delved into and challenged the claims that economics is scientific and sought to establish the proper relation between economics and history. He has also given special attention to and published on topics in urban economics. This work has been informed by his longstanding advocacy of tenants rights, rent control, and affordable housing in Cambridge, Massachusetts.



Before the Market: The Political Economy of Olympianism

D. N. Wang



In this debut, Wang offers an entirely new way of conceptualizing economics and social relations. Drawing from a rich historical analysis of ancient Greece, she provides an exposition of ‘Olympianism’—a stunning program of political economy and identity formation that speaks directly to the crises in the 21st century.

Olympianism comprises a series of distinct economic patterns which shaped the workings of property, labor, money, and knowledge in ancient Greece, around the time of its first democracy. The Olympian moral philosophies of universal inclusion and mutual thriving generated effective policies and practices in all areas of social relations. However, the advent of state and market institutions undermined the system’s potency, resulting in exclusion and disparity. Examining these conflicting historical forces, Wang isolates the vision of a decentralized, spontaneous, and horizontal social order that was central to early democratic politics.

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978-1-61229-901-3 (pbk)

978-1-61229-902-0 (pdf)

206 Pages

Network Website:

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10.18848/978-1-61229-902-0/CGP

Wang supplements this political and economic analysis with an identification of the cultural underpinnings in literary sources. She demonstrates that Olympianism was rendered possible by a unique subjectivity, which itself arose from a set of particular metaphysical, ontological, and sociological narratives.

Before the Market presents a comprehensive vision of a vibrant alternative economic system and an inspiring notion of democratic identity. To this end, this book highlights the benefits that radical paradigm transformation could bring to societies all around the world, while raising provocative questions about the human condition in the modern era.

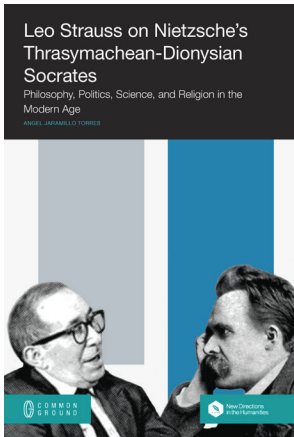
Author Bio:

Currently a postdoctoral fellow at Shanghai University, **D. N. Wang** received her B.A. in Economics from U.C. Berkeley and her Ph.D. in Classics from Stanford University. The seed for this book was planted in Wang’s college days when she wanted to know why the West had developed so differently from China, the country of her birth. The question prompted her to examine the critical turning points in European history. In this book, Wang is submitting the answer—a culmination of many years of research—in the form of an inspiring account of ancient Greece that promises new insights on the key developments of modernity.



Leo Strauss on Nietzsche's Thrasymachean-Dionysian Socrates: Philosophy, Politics, Science, and Religion in the Modern Age

Angel Jaramillo Torres



ISBNs:

978-1-61229-846-7 (hbk)

978-1-61229-847-4 (pbk)

978-1-61229-848-1 (pdf)

204 Pages

Network Website:

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DOI:

10.18848/978-1-61229-848-1/CGP

In probing Leo Strauss' interpretation of Nietzsche's political philosophy, this work shows that Strauss' Nietzsche is a philosopher who, while committed to the contemplative life, launched a theological-political project aimed at emancipating human beings from ecclesiastical tutelage, while laying the groundwork for planetary justice based on a new understanding of the human predicament in the conditions of late modernity. Pace the dominant interpretations of Nietzsche, it argues that Strauss reads Nietzsche as providing an understanding of the political problem in light of the intention of the philosopher as philosopher...

This work maintains that, properly understood, Strauss' interpretation of Nietzsche shows how it also depicts the friendship achieved by Socrates and Thrasymachus in *The Republic*. By putting forward the philosophy of the will to power, Strauss' Nietzsche advanced the Thrasymachean idea that the philosophers are "commanders and legislators." This is the meaning of Nietzsche's "philosophers of the future," who have the responsibility of the fate of mankind upon their shoulders. The Thrasymachean philosophy as the will to power is Nietzsche's political action aimed at both emancipating man from ecclesiastical tutelage, and defending the philosophical way of life. In contradistinction, the thought of the "eternal return of the same" points to a conception of philosophy as "contemplative" rather than "legislative." The contemplative disposition takes its bearings from the acceptance of the world as it is rather than as political actions aimed at transforming it. Thus, in a way, the thought of the eternal return belies the thought of the will to power.

Author Bio:

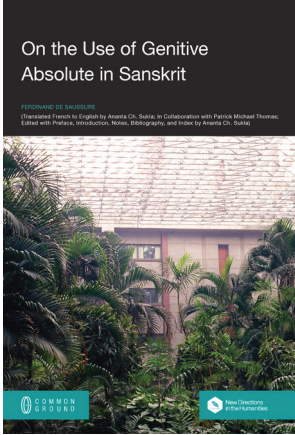
Angel Jaramillo holds a Master of Arts and a Ph.D. degree in Political Science for the New School for Social Research and a BA in International Relations at El Colegio de México. He was a DAAD fellow at the Ludwig-Maximilians-Universität München, and Director of advocacy at the Global Centre for the Responsibility to Protect in New York City. His journalistic work has been published in Latin America and the United States. Dr. Jaramillo has been a consultant at the Hudson Institute in Washington DC and the Bildner Center for Western Hemisphere Studies in New York City, a professor, and a public officer in Mexico.



On the Use of Genitive Absolute in Sanskrit

Ferdinand de Saussure

(Translated from French to English by Ananta Ch. Sukla; In Collaboration with Patrick Michael Thomas; Edited with Preface, Introduction, Notes, Bibliography, and Index by Ananta Ch. Sukla)



Ferdinand de Saussure is most famous for his *Course in General Linguistics*, reconstructed after his death by his students from notes of lectures he had given at the University of Geneva. He only published two books before his death, the *Memoir on the Primitive Vowel System in Indo-European Languages*, and the book that we publish here for the first time in English translation, *On the Use of the Genitive Absolute in Sanskrit*.

Originally a doctoral thesis in French written while he was a student at the University of Leipzig, *On the Use of the Genitive Absolute in Sanskrit* was first published in French in 1881. Here, Saussure explores a neglected area in Sanskrit syntax. Already in this work we find an empirical case of the seminal principle of structural linguistics based on use, a principle for which, after his death, he was to become so famous.

Editor and translator Ananta Sukla has at last rescued this book from neglect. Apart from translating the text in collaboration with late Patrick Thomas, Sukla provides an extensive introduction that clarifies several points illuminating foundation of modern linguistics in ancient Sanskrit grammars, particularly in principles of use.

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144 Pages

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DOI:

10.18848/978-1-6122-9938-9/CGP

Author Bio:

Ananta Sukla is an eminent scholar in philosophy of art, religion and language. Formerly professor of English at Sambalpur University (India), Sukla has been a visiting professor at the Institute of Aesthetics, University of Uppsala (Sweden), visiting Lecturer at several European universities including Lampeter, Cardiff, and Liverpool. He has authored several books including, most recently, *Fiction and Art: Explorations in Contemporary Theory*. He is founding editor of the *Journal of Comparative literature and Aesthetics*. He has contributed three monographs to the National Literary Academy of India, and is currently working on a translation of Saussure's *Primitive System of Vowels in Indo-European Languages*, also to be published by Common Ground Research Networks. Sukla has co-authored an edited volume with Common Ground entitled *The Ekphrastic Turn*.



Essays on Race, Gender, and Politics in World History

Michael Bradley, Daniel Alexander Hays, Alyssa Peterson, and Sean Van Buskirk (eds.)



ISBNs:

978-1-61229-927-3 (hbk)

978-1-61229-928-0 (pbk)

978-1-61229-929-7 (pdf)

268 Pages

Network Website:

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DOI:

10.18848/978-1-61229-929-7/CGP

The essays collected here illustrate the exciting new historical research being done by scholars at the beginning of their careers. The authors employ a variety of methodologies to answer questions and recover histories ranging from medieval European political iconography to communist women in Suharto's Indonesia. Three important themes run through the breadth and diversity of the essays: race, gender, and politics. The contributors use these familiar themes to create new lines of historical inquiry.

Disparate in topic and approach, the essays demonstrate the ways in which race, gender, and politics as analytical categories continue to provide new, critical revisions to received interpretations, particularly of politics. Further, they underscore the need to interrogate the transnational and global nature of historical developments we once understood as purely local or national. Finally, the essays illustrate the importance of both macro- and micro-studies to understanding global historical developments.

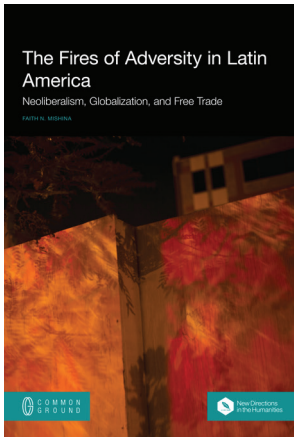
Editor Bios:

Michael Bradley, Daniel Alexander Hays, Alyssa Peterson, and Sean Van Buskirk are pursuing graduate studies at Eastern Illinois University. Series editor **Sace Elder**, professor of history at Eastern Illinois University, is the author of *Murder Scenes: Normality, Deviance, and Criminal Violence in Weimar Berlin* (University of Michigan Press, 2010).



The Fires of Adversity in Latin America: Neoliberalism, Globalization, and Free Trade

Faith N. Mishina



ISBNs:

978-1-61229-924-2 (hbk)

978-1-61229-925-9 (pbk)

978-1-61229-926-6 (pdf)

177 Pages

Network Website:

thehumanities.com

DOI:

10.18848/978-1-61229-926-6/CGP

In a world that is toying with neo-fascist tendencies, Latin America's painful experience with fascist military governments and North American corporate capitalism should be a red flag.

From 1954 to 2005, Latin America underwent social, economic, and environmental upheaval brought about by neoliberalism's preference for North American corporate control of Latin American sovereignty. Latin American dictatorships spelled out stable platforms for North American corporations by deregulation and privatization of public wealth. They also increased corporate profits. This book presents nine different articles on the fires of adversity that the Latin American public endured at the hands of North American corporations: the military coups the corporates scripted, the death squads that Operation Condor sanctioned, and the massive pollution of the Amazon by North American extraction of oil and minerals. These corporations bought political influence and decision-making.

The unfettered growth of corporate interests worked counter to the interests and well-being of the Latin American public. By 2005, the Latin American nations soundly rejected the Free Trade Agreement of the Americas (FTAA). Their experience of the reign of corporate money on the Latin American society was not only a form of neocolonialism, but it also provoked unsustainable social upheaval, inequality, and toxic pollution by corporate dumping.

Fascism in World War II was supported by wealthy American businessmen and bankers. Fascism in Latin America was a relocation of many of those business interests. What North American corporations imposed on Latin America is now beginning to affect U.S. citizens. If we don't learn, history may repeat itself.

Author Bio:

Dr. Faith N. Mishina, an associate professor at the University of Hawaii, has spent twelve years untangling many facets of the neoliberal fire of adversity in Latin America. Her investigations have spawned journal articles using Latin American sources and declassified US government files on the violation of human rights, neo-colonial control, the monolithic bloc of northern corporate capitalism, the US corporate-sponsored military coups in Latin America, the Indigenous responses to corporate imperialism, and the prophetic voice of Gabriel García Márquez. She is also the author of *Gabriel García Márquez's Subversive Agenda: Architectures of Deception to Discredit the Non-ending Colonial Status Quo*.



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Institute for the Study of Global Movements

Monash University Institute for
the Study of Global Movements
Melbourne, Australia (2004)



The University of 7th of
November at Carthage
Tunis, Tunisia (2006)



UNIVERSITY OF THE AEGEAN

University of the Aegean
Greece (2003)





New Directions in the Humanities | About the Conference

Conference Principles and Features

The structure of the conference is based on four core principles that pervade all aspects of the research network:

International

This conference travels around the world to provide opportunities for delegates to see and experience different countries and locations. But more importantly, the International Conference on New Directions in the Humanities offers a tangible and meaningful opportunity to engage with scholars from a diversity of cultures and perspectives. This year, delegates from over 21 countries are in attendance, offering a unique and unparalleled opportunity to engage directly with colleagues from all corners of the globe.

Interdisciplinary

Unlike association conferences attended by delegates with similar backgrounds and specialties, this conference brings together researchers, practitioners, and scholars from a wide range of disciplines who have a shared interest in the themes and concerns of this research network. As a result, topics are broached from a variety of perspectives, interdisciplinary methods are applauded, and mutual respect and collaboration are encouraged.

Inclusive

Anyone whose scholarly work is sound and relevant is welcome to participate in this research network and conference, regardless of discipline, culture, institution, or career path. Whether an emeritus professor, graduate student, researcher, teacher, policymaker, practitioner, or administrator, your work and your voice can contribute to the collective body of knowledge that is created and shared by this research network.

Interactive

To take full advantage of the rich diversity of cultures, backgrounds, and perspectives represented at the conference, there must be ample opportunities to speak, listen, engage, and interact. A variety of session formats, from more to less structured, are offered throughout the conference to provide these opportunities.



New Directions in the Humanities | Ways of Speaking



Plenary

Plenary speakers, chosen from among the world's leading thinkers, offer formal presentations on topics of broad interest to the community and conference delegation. One or more speakers are scheduled into a plenary session, most often the first session of the day. As a general rule, there are no questions or discussion during these sessions. Instead, plenary speakers answer questions and participate in informal, extended discussions during their Garden Sessions.



Garden Conversation

Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length 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.



Talking Circles

Held on the first day of the conference, Talking Circles offer an early opportunity to meet other delegates with similar interests and concerns. Delegates self-select into groups based on broad thematic areas and then engage in extended discussion about the issues and concerns they feel are of utmost importance to that segment of the community. Questions like "Who are we?", "What is our common ground?", "What are the current challenges facing society in this area?", "What challenges do we face in constructing knowledge and effecting meaningful change in this area?" may guide the conversation. When possible, a second Talking Circle is held on the final day of the conference, for the original group to reconvene and discuss changes in their perspectives and understandings as a result of the conference experience. Reports from the Talking Circles provide a framework for the delegates' final discussions during the Closing Session.



Themed Paper Presentations

Paper presentations are grouped by general themes or topics into sessions comprised of three or four presentations followed by group discussion. Each presenter in the session makes a formal twenty-minute presentation of their work; Q&A and group discussion follow after all have presented. Session Chairs introduce the speakers, keep time on the presentations, and facilitate the discussion. Each presenter's formal, written paper will be available to participants if accepted to the journal.



Colloquium

Colloquium sessions are organized by a group of colleagues who wish to present various dimensions of a project or perspectives on an issue. Four or five short formal presentations are followed by a moderator. A single article or multiple articles may be submitted to the journal based on the content of a colloquium session.



Focused Discussion

For work that is best discussed or debated, rather than reported on through a formal presentation, these sessions provide a forum for an extended “roundtable” conversation between an author and a small group of interested colleagues. Several such discussions occur simultaneously in a specified area, with each author’s table designated by a number corresponding to the title and topic listed in the program schedule. Summaries of the author’s key ideas, or points of discussion, are used to stimulate and guide the discourse. A single article, based on the scholarly work and informed by the focused discussion as appropriate, may be submitted 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.



Poster Sessions

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



Virtual Lightning Talk

Lightning talks are 5-minute “flash” video presentations. Authors present summaries or overviews of their work, describing the essential features (related to purpose, procedures, outcomes, or product). Like Paper Presentations, Lightning Talks are grouped according to topic or perspective into themed sessions. Authors are welcome to submit traditional “lecture style” videos or videos that use visual supports like PowerPoint. Final videos must be submitted at least one month prior to the conference start date. After the conference, videos are then presented on the community YouTube channel. Full papers can based in the virtual poster can also be submitted for consideration in the journal.



Virtual Poster

This format is ideal for presenting preliminary results of work in progress or for projects that lend themselves to visual displays and representations. Each poster should include a brief abstract of the purpose and procedures of the work. After acceptance, presenters are provided with a template, and Virtual Posters are submitted as a PDF or in PowerPoint. Final posters must be submitted at least one month prior to the conference start date. Full papers can based in the virtual poster can also be submitted for consideration in the journal.



New Directions in the Humanities | Daily Schedule

Thursday, 5 July

8:00–9:00	Conference Registration Desk Open
9:00–9:30	Conference Opening—Dr. Homer Stavely, Common Ground Research Networks, Champaign, USA
9:30–10:05	Plenary Session—Dr. Stewart Varner, Managing Director, Price Lab for Digital Humanities, University of Pennsylvania, Philadelphia, PA, United States <i>"What Does Digital Humanities Mean?"</i>
10:05–10:35	Garden Conversation and Coffee Break
10:35–10:45	Transition Break
10:45–11:30	Talking Circles
11:30–11:40	Transition Break
11:40–12:55	Parallel Sessions
12:55–13:05	Transition Break
13:05–14:05	Lunch
14:05–14:15	Transition Break
14:15–15:30	Parallel Sessions
15:30–15:50	Coffee Break
15:50–17:05	Parallel Sessions

Friday, 6 July

8:00–9:00	Conference Registration Desk Open
9:00–9:20	Daily Update
9:20–9:55	Plenary Session—Dr. Paul Farber, Artistic Director and Co-Founder, Monument Lab, Lecturer, Fine Arts and Urban Studies, University of Pennsylvania, Philadelphia, PA, United States <i>"Prototyping Monuments: On Public Art, History, and Space in an Age of Reckoning and Remediation"</i>
9:55–10:25	Garden Conversation and Coffee Break
10:25–10:35	Transition Break
10:35–11:50	Parallel Sessions
11:50–12:00	Transition Break
12:00–13:00	Lunch
13:00–13:10	Transition Break
13:10–13:55	Parallel Sessions
13:55–14:05	Transition Break
14:05–15:20	Parallel Sessions
15:20–15:40	Coffee Break
15:40–17:20	Parallel Session



New Directions in the Humanities | Daily Schedule

Saturday, 7 July

8:00–8:45	Conference Registration Desk Open
8:45–9:05	Books, Publishing & Libraries Conference Opening
9:05–9:20	Daily Update
9:20–9:55	Plenary Session—Dr. Sidonie Smith, Lorna G. Goodison Distinguished University Professor, English and Women's Studies, University of Michigan, MI, United States <i>"Humanities Futures: Doctoral Education, Scholarly Communication, and Professional Capacities"</i>
9:55–10:25	Garden Conversation and Coffee Break
10:25–10:35	Transition Break
10:35–12:15	Parallel Sessions
12:15–12:25	Transition Break
12:25–13:25	Lunch
13:25–13:35	Transition Break
13:35–14:20	Parallel Sessions
14:20–14:40	Coffee Break
14:40–16:20	Parallel Sessions
16:20–16:30	Transition Break
16:30–17:00	Closing Session and Awards Ceremony



New Directions in the Humanities | Conference Highlights

Special Events

Pre-Conference Tour: Philadelphia's Historic District

Wednesday, 4 July 2018 | Time: 15:00–17:00 (3:00–5:00 PM) | Duration: 2 hours

Meeting Location: The Philly Tour Hub, 229 Arch Street, Philadelphia, USA, 19106 | Cost: US\$30.00

Join other conference delegates and plenary speakers the day before the conference for a walking tour of Philadelphia's Historic District. The Historic District spans from the Delaware River to 7th Street and from Vine Street to Lombard Street. This area is the heart of Philadelphia's original city and is rich in history and culture. As the location of the signing of the United States' Declaration of Independence in 1776, it is the perfect place to be on Independence Day.

Conference Dinner: The Continental Mid-town

Thursday, 5 July 2018 | Time: 18:30 (6:30 PM)

Location: 1801 Chestnut Street, Philadelphia, USA, 19103 | Cost: US\$75

Located in downtown Philadelphia, The Continental Mid-town is an urban oasis offering a playful reprieve from the expected. Their mouth-watering menu features bold and eclectic flavors that are sure to excite your senses with every bite.

Begin your meal with a delicious array of starters, including hummus with pita, the continental salad, and BBQ chicken quesadillas. An assortment of wine and beer, along with non-alcoholic beverages, will be offered. The main course selection will be pan roasted Teres Major steak with red wine sauce and garlic mashed potatoes, seared tuna (served rare) with mushroom risotto, Thai chicken skewers with peanut dipping sauce, and cheese steak egg rolls. Finish your meal with a selection of dessert tapas and a cup of coffee or hot tea. A vegetarian alternative is available—please select upon booking.

Closing Session and Awards Ceremony

Friday, 8 June 2018 | Time: 16:30–17:00 (4:30–5:00 PM)

Location: University of Pennsylvania—Houston Hall | Cost: Complimentary to all conference delegates

Come join the plenary speakers and your fellow delegates for the Sixteenth International Conference on New Directions in the Humanities' Closing Session and Award Ceremony, where there will be special recognition given to those who have helped at the conference as well as announcements for next year's conference. The ceremony will be held at the University of Pennsylvania—Houston Hall directly following the last session of the day.

Closing Reception

Friday, 7 July 2018 | Time: Directly following the last session of the day

Location: University of Pennsylvania—Houston Hall | Cost: Complimentary to all conference delegates

Common Ground Research Networks, the New Directions in the Humanities Conference, and the Books, Publishing, and Libraries Conference will be hosting a closing reception at the University of Pennsylvania. The reception will be held directly following the Closing Session and Awards Ceremony on Friday, 7 July 2018. Join other conference delegates and plenary speakers for drinks, light hors d'oeuvres, and a chance to converse.





New Directions in the Humanities | Plenary Speakers

Stewart Varner, Managing Director, Price Lab for Digital Humanities, University of Pennsylvania, Philadelphia, PA, United States

"What Does Digital Humanities Mean?"



Stewart Varner is the Managing Director of the Price Lab for Digital Humanities at the University of Pennsylvania. In 2003, while he was a student at Emory's Institute for the Liberal Arts, he started working as a graduate student assistant on the Emory Women Writers Resource Project. Though it wasn't called this at the time, this was Stewart's introduction to the Digital Humanities. After earning his PhD in American studies and a master's degree in library and information science, he began work as the Digital Scholarship Coordinator at Emory's Woodruff Library. He managed the Digital Scholarship Commons (DiSC) until early 2014, when he accepted the position of Digital Scholarship Librarian at the University of North Carolina, Chapel Hill. Stewart arrived at Penn in September 2016 and can often be found riding his green bike around West Philadelphia.

Paul Farber, Artistic Director and Co-Founder, Monument Lab, Lecturer, Fine Arts and Urban Studies, University of Pennsylvania, Philadelphia, PA, United States

"Prototyping Monuments: On Public Art, History, and Space in an Age of Reckoning and Remediation"



Paul M. Farber, PhD, is an historian and curator from Philadelphia. He is the Artistic Director and Co-Founder of Monument Lab, a public art and history initiative, and teaches courses in Fine Arts and Urban Studies at the University of Pennsylvania. His book project, *A Wall of Our Own: An American History of the Berlin Wall* (Forthcoming, University of North Carolina Press), examines representations of the Berlin Wall in American art, literature, and popular culture from 1961 to the present. Farber has contributed essays to several edited collections and advised the production of visual culture books including Leonard Freed's *This Is the Day: The March on Washington* (Getty Publications, 2013), Nathan Benn's *Kodachrome Memory: American Pictures 1972-1990* (powerHouse, 2013), and Jamel Shabazz's *Pieces of a Man* (ArtVoices, 2016). He is the editor of a new critical edition of *Made in Germany* (Steidl Verlag, 2013), and is the co-editor of a special issue of the journal *Criticism* on HBO's series, *The Wire* (2011). He has been invited to lecture and lead workshops at the Library of Congress, New York Public Library, and the Barnes Foundation, and served as the inaugural Scholar in Residence for the City of Philadelphia Mural Arts Program. His work on culture has also previously appeared in *The Guardian*, *Museums & Social Issues*, *Diplomatic History*, *Art & the Public Sphere*, *Vibe*, and on NPR.

Sidonie Smith, Lorna G. Goodison Distinguished University Professor, English and Women's Studies, University of Michigan, MI, United States

"Humanities Futures: Doctoral Education, Scholarly Communication, and Professional Capacities"



Sidonie Smith is the Lorna G. Goodison Distinguished University Professor of English and Women's Studies at the University of Michigan. She was President of the Modern Language Association of America in 2010. That experience led her to write *Manifesto for the Humanities: Transforming Doctoral Education in Good Enough Times* (2015). She is the author of *Where I'm Bound: Patterns of Slavery and Freedom in Black American Autobiography* (1974); *A Poetics of Women's Autobiography* (1987); *Subjectivity, Identity, and the Body* (1993); and *Moving Lives: Women's Twentieth Century Travel Narratives* (2001), as well as numerous essays. With Kay Schaffer, she co-authored *Human Rights and Narrated Lives* (2004). With Julia Watson, she co-authored *Reading Autobiography: A Guide for Interpreting Life Narratives* (2001; expanded edition 2010) and co-edited one anthology and four volumes of critical essays, among them *De/Colonizing the Subject: Gender and the Politics of Women's Autobiography* (1992); *Getting a Life: Everyday Uses of Autobiography* (1996); and *Inter/Faces: Women, Autobiography, Image, Performance* (2002). Her latest book, with Julia Watson, is *Life Writing in the Long Run: A Smith & Watson Autobiography Studies Reader* (2017).





Nuño Aguirre de Cárcer



Nuño Aguirre de Cárcer is currently a visiting researcher at the School of Literature, Language and Media, where he teaches undergraduate courses in Spanish language and culture. He is also an external consultant for Isabel I University in Burgos, Spain. After having completed his MSc at Edinburgh University on general and comparative literature, he completed his PhD at Autónoma University of Madrid in 2012 with a dissertation on contemplative literature and the poetic works of the Belgium-born Spanish writer Chantal Maillard. He also worked at Jamia Millia Islamia University in New Delhi in the Center for Spanish and Latin American Studies from 2012 to 2014. Nuño's areas of interest include contemplative traditions in literature, with a particular emphasis on the forgotten/erased influences between Indian and Western traditions and their manifestations in Spanish and Latin American contemporary poetry. He also researches contemplative pedagogy as means for enhancing teaching and learning in higher education. In a broader sense, he is interested in all forms of contemporary contemplative practice and their connections with postcolonial and de-colonial theory.

Diana Sánchez Barrios



Diana Sánchez Barrios is a designer from Bogotá, Colombia. She studied design with an emphasis in communication design and textiles and has a master's degree in design from Los Andes University. Her practice is antidisciplinary and pursues intersections between design and disciplines like microbiology, visual arts, and literature. She is interested in the aesthetic and ethical scope of design practice; her areas of research and interest include biomaterials, the poetics of image and language, science and technology studies, and science and technology education in childhood with a focus on gender. She is also interested in the impacts that personal technologies have on our perception, especially on our memory, and how they are modifying our concepts of communication and freedom.

Merzamia Clark



Merzamia Clark is a Top Scholar Fellow and graduate student in the University of Washington's (UW) English Department. She graduated with the UW's College of Arts & Science's Dean's Medal in the Humanities in 2013 and subsequently served for two years as an English teacher and US cultural ambassador in South Korea through the Fulbright Program. Her teaching and research interests include comparative studies in race, class, gender, and religion; narratives of enslavement, bondage, and freedom; issues of diversity and inclusion in higher education; and public scholarship. She currently works as a lecturer at Mississippi State University.

Hamideh Vesali Fallah



Hamideh Vesali Fallah is a PhD student in the English Language and Literature Department at Azad University in Tehran, Iran. Her publications include several translations of American and British novels and poetry books into Farsi—published in Tehran under the pen name Yeganeh Vesali—in addition to literary articles. Her favorite areas of study and research include memory, identity, and choice, as well as the new emerging, post-postmodern, or metamodern era in literature and culture.



Durdona Karimova



Durdona Karimova was a 2014–2015 Fulbright FLTA at the University of Texas at Austin. She teaches English in the Language Training Department at Tashkent State University of Law in Uzbekistan. She has a BA in English philology and an MA in English linguistics, and she has taught English for more than thirteen years at higher-education institutions in Uzbekistan. Her head position at the Jizzakh branch of Uzbekistan Teachers of English Association (UzTEA) has been a big asset in building the community of more than 300 English teachers in remote areas of Jizzakh.

Colleen Kenney



Colleen Kenney is currently a first-year graduate student in literature at the University of Arizona. Prior to arriving in Tucson, Colleen graduated from Loyola University of Chicago in May 2017 with a BA in English and a BA in advocacy and rhetoric. Her research interests include temporal and spatial dimensions within nineteenth-century British poetry and twentieth-century American poetry, in addition to questions of literary aesthetics in poetics and psychoanalytic literary criticism.

Selina March



Selina March holds a BA in international relations and development studies from the University of Westminster and is currently pursuing an MA in refugee protection and forced migration studies from the University of London. She is based in Washington, DC, where she works full-time in the community development field and the nonprofit sector. She has presented her research on social media, political discourse, and refugee protection at various international conferences. She is currently seeking opportunities for PhD study in her research interests, which include refugee integration, strategies for inclusive communities, the impact of marginalization, and the impact of discourse on communities.

Folasayo Enoch Olalere



Folasayo Enoch Olalere received his PhD in product design from UMK in Malaysia in 2016; there, he engaged in design as a motivation to push cultural development forward and enhance the connection between indigenous values and modernity. Currently, he is a postdoctoral research fellow at the Department of Visual Arts and Design at Vaal University of Technology in South Africa. He has received several academic and innovative awards, including the Malaysian International Scholarship in 2014 and the Excellent Postgraduate Researcher's Award in 2016, and was the gold medalist at ITEX'15 in 2015. His main research interests are the links between contemporary design, design processes, and indigenous knowledge systems (IKS).



Mostafa Younesie



Mostafa Younesie, PhD, is an independent scholar of the ancient Greek intellectual textual history in the fields of community, morality, and language. In this broad sphere, he considers the receptions of ideas of the selected Greek masters in the Persian and Arabic texts.

Shuo Zhao



Dr. Shuo Zhao is a researcher at Northwestern Polytechnic University in China. His studies and research interests focus on comparative education, second language education, and teaching. He has participated in several international conferences in the past. Shuo Zhao has studied and researched at several international universities as a visiting scholar. He can speak Chinese, English, and Spanish fluently. His motto is that helping others is helping oneself.

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	<p>"What Does Digital Humanities Mean?"</p> <p>Stewart Varner is the Managing Director of the Price Lab for Digital Humanities at the University of Pennsylvania. In 2003, while he was a student at Emory's Institute for the Liberal Arts, he started working as a graduate student assistant on the Emory Women Writers Resource Project. Though it wasn't called this at the time, this was Stewart's introduction to the Digital Humanities. After earning his PhD in American studies and a master's degree in library and information science, he began work as the Digital Scholarship Coordinator at Emory's Woodruff Library. He managed the Digital Scholarship Commons (DiSC) until early 2014, when he accepted the position of Digital Scholarship Librarian at the University of North Carolina, Chapel Hill. Stewart arrived at Penn in September 2016 and can often be found riding his green bike around West Philadelphia.</p>
10:05-10:35	Garden Conversation and Coffee Break
	Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length 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.
10:35-10:45	Transition Break
10:45-11:30	Talking Circles
	<p>Held on the first day of the conference, Talking Circles offer an early opportunity to meet other delegates with similar interests and concerns. Delegates self-select into groups based on broad thematic areas and introduce themselves and their research interests to one another.</p> <p>Plenary Room - 2018 Special Focus: Reconsidering Freedom Room 1 - Spanish Language Talking Circle Room 2 - Critical Cultural Studies Room 3 - Communication and Linguistics Studies Room 4 - Literary Humanities Room 5 - Civic, Political, and Community Studies Room 6 - Humanities Education</p>
11:30-11:40	Transition Break
11:40-12:55	PARALLEL SESSIONS
Room 1	Spanish Language Session

Ubiquitous Humanities

Humanities for All at Princeton Public Library: New and Innovative Approaches

Hannah Schmidl, National Endowment for the Humanities Fellow, Administration, Princeton Public Library, Princeton, NJ, United States

Janie Hermann, Public Programming Librarian, Administration, Princeton Public Library, Princeton, NJ, United States

The Princeton Public Library (PPL) approaches humanities-related work with the goal of broadening public access to humanities through programs, projects, collections, and more. Thanks to a National Endowment for the Humanities Challenge Grant, PPL is expanding community access to the humanities. Our philosophy is to combine multiple disciplines and public program formats to create numerous points of entry for the public to access humanities knowledge. Our broad approach diversifies and democratizes the kinds of knowledge the public can gain by creating multiple ways for the public to enjoy humanities content. PPL often plans around themes (like History of Science, racial literacy, and civic engagement) to create series that include public lectures, film screenings, and discussions; topical book and media collections; and topic guides including specialized reading lists. We hope to shape the future of humanities learning in public libraries. The implications of PPL's work are twofold: enhanced understanding of the humanities within our community, and demonstrating a successful model for others. Positive feedback, robust attendance at programs, and good circulation numbers demonstrate the impact of this work locally. PPL strives to provide a replicable model for other public libraries. Information and method sharing is an important aspect of our work.

Critical Cultural Studies

Reading Public Poetry in a Lifelong Learning Setting

Rachael King, Course Organiser / Teaching Fellow, Centre for Open Learning, University of Edinburgh, Edinburgh, United Kingdom

Poems that first appear in non-literary publications (for example, in newspapers) can have a wider reach than those first published in traditional book, pamphlet, or specialist magazine form. In this paper, I explore how students in lifelong learning/continuing education settings respond to poems initially published outside traditional literary arenas ("public" poems), and in particular, poems that confront, or reflect upon, topical concerns or national events (for instance, a royal wedding, a political election, a natural disaster or international conflict). I further consider the role fictive poetry, as opposed factual reporting, can play in generating a "safe" space for discourse about challenging topics. The experience of reading poetry collectively in an educational setting, both silently and aloud, differs from reading poetry alone in a less formal environment. I explore the extent to which lifelong learning students' particularly rich and diverse range of life experiences feeds and influences their appreciation, commentary, and discussion of the poems.

Humanities Education

Two Birds (or Possibly More): Engaging with Language and History through Drama

Peter E. R. Jordan, City University of Hong Kong, Hong Kong

This paper discusses how the performance of drama can provide a forum for the examination of a wide range of subjects and disciplines, for actors and audience alike. In particular, I shall focus on the recent publicly presented production of The George Wong Case, performed by students of City University of Hong Kong. The play sought to recreate the proceedings against a garage mechanic named George Wong, in 1946. It is known as Hong Kong's first treason trial, which took place barely six months after the British retook possession of Hong Kong from the Japanese. Wong was accused of collaborating with the Japanese and being party to illegal imprisonment, torture and murder. Most contentiously, he was tried for treason against the United Kingdom. Wong's counsel argued that Wong was a Chinese national and therefore could not be tried for treason. The argument was rejected and Wong was hanged. In this production, the students not only explored rhetorical and subtextual nuances of speech, but in the process also examined Hong Kong's colonial past, the nature of justice and authority, legal and moral issues, and perhaps most importantly, the layered and competing claims on an individual's identity.

Critical Cultural Studies

On Being and Remembering

Cillini : The Children's Burial Grounds of Ireland

Joseph Duffy, Artist, Moving Image, Manchester Metropolitan University, Manchester, United Kingdom

The Cillini spread across rural Ireland, dotted along margins in the corners of fields and the interiors of circular fairy forts, each of its rocks a marker, each stone a grave. The Cillini take up root as traumatic sites of oppressive religious practices. They are the sites of unconsecrated burials, of suicides, and mainly of unbaptised infants. Based to the concept of Original Sin in Catholic doctrine as construed by Augustine of Hippo, unbaptised children were banned from consecrated ground. They were assigned to wander in perpetual purgatory, taken from their mothers at the dead of night and hidden from sight. The fairy fort offered a ring of protection, of curses to keep out intruders and destructive farming practices and the potential for a different afterlife to keep these children safe. My current film and visual material with Cillini as subject matter will be discussed in this paper. Harrowing spaces are explored using drones to create an emotive sense of place, an eerie encounter between worlds, the contemporary and the ancient, the world of the living and the world of limbo, of fairy lore and tragedy in a landscape embedded with sorrow. Whilst these sites were intended to foster exclusion, trauma and being forgotten, my work is to aid in remembrance. In evoking new memory spaces, there are opportunities for stigma to be removed and communities to be able to grieve and begin the process of healing, free from the constraints of doctrine.

2018 Special Focus: Reconsidering Freedom

Stories Our Grandparents Told Us

Lenora Hayes, Assistant Professor, Department of Communication, Languages and Cultures, Fayetteville State University, Fayetteville, NC, United States

Eugenie Almeida, Professor, Department of Communication, Languages and Cultures, Fayetteville State University, Fayetteville, NC, United States

This is a research project conducted using critical discourse analysis to study themes and patterns of discourse in African American and Hispanic American student essays about stories they were told by their family. We found that nine themes characterized African American student essays. There was some overlap between African American and Hispanic American discourse about stories they were told by their family but there were major differences between African American student discourse and Hispanic American student discourse about stories they were told by their family.

Critical Cultural Studies

"Journey to Love": William Carlos Williams's Introspective Journey and His Testament to the Sacredness in the "Thisness" of Life

Gail Corso, Neumann College, Aston Township, PA, United States

The collection, "Journey To Love," dedicated to William Carlos Williams's wife, Flossie, was written after he suffered debilitating effects of serious health issues. As the now elderly, disabled writer, Williams creates these sixteen poems, characterized by a shifting point of view, and his quizzically yet honest voice about the sacredness in details of everyday life. The older Williams affirms truth in his recall of images that in their "thisness" memory keeps alive. From the initial image of the lone Negro woman clasping her newspaper- wrapped bouquet of marigolds "as a torch," Williams imagines her walking through the early morning streets, an alternative image of Lady Liberty. She represents otherness, difference, not just a woman walking the streets alone, but rather, a streetwalker. This image reflects a bit of the times, an image of survival, an image of one breaking out of the norms of social acceptability; the simple marigolds she holds symbolize sexuality. The older Williams discovers truth in such an image as he reminisces upon images in his memories. These peak memories paradoxically maintain a vitality of their own, for as he writes, "Memory/ is liver than sight." Each of these sixteen poems reflects Williams' interiority as husband, son, and poet, "This was I,/a sparrow./I did my best;/farewell." The sacredness in the ordinary, in the "thisness" of those images of life that he witnessed, in the "thisness" of his own life is revealed as Williams identifies with that lone sparrow, both an ordinary or common bird now separated from the community of other sparrows, yet one that in Christian beliefs symbolizes the hope for God's care, concern, and perhaps, forgiveness. Several intense poems integrate the personal pronoun, "I" and the collective "we" showing his double consciousness about his body, soul, and mind—his disabilities, his limitations as a poet, his life as a husband, his life as the "pink locust." In yet another poem, the persona of a female reflects on male female relationships and hopes that in a furious storm she and her husband can stick it out together, as "so solidly had our house been built." She wishes this image to "the final fury," or as the reader might understand the wish, "till death do us part." He portrays the wife as the image of fidelity. Through this collection of poems, Williams reveals his beliefs that in earlier poems affirm life with its beauty in love, loss, and grief, and presence of grace and dignity in ordinary details, and perhaps in broken places. In his role as a physician, witnessing the birth of over 3000 humans, he affirms the beauty of the birthing process — "They enter the new world naked,/cold, uncertain of all/ save that they enter. All about them/ the cold familiar wind... But now the stark dignity of/entrance" Williams asserts, how "they [we]/ grip down and begin to awaken" (Spring and All). Through his poetry, Williams affirms this "stark dignity" this beauty of life in the ordinary, often stark details of our being.

Literary Humanities

Thursday, 5 July

11:40-12:55 **PARALLEL SESSIONS**

Room 4 **Suffering and Salvation**

Trauma and the Power of Wounds to Save Our World: A Reparative Read of Our Shared Humanity

Jane Grovighahn, Associate Professor, College of Arts and Sciences, Our Lady of the Lake University, San Antonio, TX, United States

"Global Trauma is the voice of God calling to us." (Langberg, 2011) Trauma, Langberg asserts, is perhaps the greatest mission field of the twenty-first century, remaining a place of enigma and urgency. The frequency and impact of trauma in our lives is no longer debated. In fact scholars now remind us that trauma has become a common feature of our contemporary lives whether we are speaking of genocidal violence or the dreary redundancy of sexual assaults. According to Dr. Diane Langberg, clinical psychologist and co-founder of A Place of Refuge, one in seven persons live with the searing mark of trauma. Given its normalcy, how can we create effective responses to the common presence of trauma in our public sphere in such a way to lessen its mark upon us and move forward into reparative strategies capable of carrying its immensity? Working from an interdisciplinary approach, I explore how scholars across the humanities represent a landscape of survival necessary for us to reclaim the luminescence of our shared humanity. Here we enter into what Mayra Rivera (2015) names the "generative capacities of the flesh," binding us to wounds as spaces of possibility within redemptory reclamations.

Civic, Political, and Community Studies

Literature as a Device Alerting Humanity to Gender-based Violence as a Social Ill

Nompumelelo Zondi, Professor and Department Head, Department of African Languages, University of Pretoria, Pretoria, South Africa

The dialectic of gender and power relations are escalating and causing challenges in South Africa in particular and in Africa in general. The situation manifests through men becoming perpetrators of gender-based violence which knows no boundaries, even as it spills over to families as domestic violence. Embracing United Nation's International Human Rights for over two decades the South African government has endeavored to increase awareness of the negative impact of violence on women and children through 16 Days of Activism Against Violence Against Women and Children. The main objective of the campaign is to mobilize all sectors of society to act against abuse and to protect all those who are vulnerable. Authors have also come on board by writing books to that effect. One such acclaimed Zulu writer, Maphumulo (2008) engages readers in the discourse through his award winning drama titled "Kudela Owaziyo" (Happy is the one who knows the end)

Literary Humanities



Calibrations of Nostalgia in Mohsin Hamid's "The Reluctant Fundamentalist" and "Exit West"

Amanda Hodes, American University, Washington, D.C., United States

Nostalgia and longing for home figure prominently in Mohsin Hamid's texts, "The Reluctant Fundamentalist" and "Exit West." However, nostalgia functions differently in each novel. "The Reluctant Fundamentalist" focuses on critiquing harmful modes of longing, whereas "Exit West" reclaims nostalgia in the immigrant narrative as a means for human connection and emotional healing. In analyzing the former text, this paper uses the theories of nostalgia scholar Svetlana Boym to unpack how Hamid portrays the dangers of both the absence of nostalgia and "restorative nostalgia"—a term for indulgent non-critical forms of longing. Hamid depicts this through the allegorical figures of Erica and Underwood Samson, while instead heralding the "reflective," or critical, nostalgia of the protagonist Changez as a viable alternative. In the latter text, the paper analyzes how nostalgia imbricates Saeed's relationship with religion, as well as how the loss of national home is succored through recourse to natural, eternal imagery of a planetary home. Likewise, the paper questions how Hamid's intermingling of the past and present frames the nostalgic desire to re-access the past as productive. By examining these two texts, I aim to gain insight into nostalgia's complex function in the contemporary global novel and human experience.

Literary Humanities

John Updike's "The Coup" : An Orientalist Discourse

Asad Al Ghalith, Professor, English, Al-Ahliyya Amman University, Amman, Jordan

"The Coup" is different from Updike's other novels in that "The Coup" itself was a "coup" for Updike's literature -- its language, subject matter, and style are all novel (Hunt 195). In contrast, however, Islam's treatment therein remains unchanged and conforms to the same tired stereotypes. This research explores how Islam is abused and misunderstood in the narrative. In "The Coup," Updike created a country; he created a people; he created a name (Greiner, 29), much like the imperialists who came to Kush from his country. Consequently, he offers the reader a governable imperialist construct in typical Orientalist fashion. In addition, he offers a geography in which to fit that construct. The protagonist stresses this when he says, "I say Kush is a fiction, an evil dream the white man had, and that those who profess to govern her are twisted and bent double." "The Coup" is a work to which all the dogmas or ideological positions that Edward Said mentioned in Orientalism apply. The first dogma is that the Orient represents what is irrational, undeveloped, inhumane, and inferior, whereas the West is the exact opposite. The second prevailing principle is that traditional texts about the Orient are preferred to realities. The third principle is that the Orient is static and does not change, and incapable of defining itself. The fourth dogma is that the Orient needs to be either feared or controlled (2003, 300-301). These dogmas are embodied in fixed images.

Literary Humanities

Understanding Healing Graphics through the Works of Jackie Schuld

Jing Zhang

Graphic narratives play an irreplaceable role in the study and delivery of healing and healthcare. They are a path toward gaining insight into the human condition. For healthcare practitioners, patients, families, and caregivers dealing with illness and disability, graphic narrative enlightens complicated or difficult experiences. For scholars in literacy, cultural, and comics studies, the genre articulates a complex and powerful analysis of illness, medicine, and disability and a rethinking of the boundaries of health. (Squier & Williams eds., 2015) Through humorous animal characters, Jackie Schuld (2015) shows that although there is no straightforward map through grief, there can be laughter and positive experiences amidst the mess. Going through chemotherapy can cause one to feel emotionally exhausted and mentally overwhelmed. Schuld (2017) provides hope and encouragement so that sanity and humanity can be restored. As a former schoolmate and English-Chinese translator of author Jackie Schuld and her two books, *Grief Is a Mess* and *Making It through Chemotherapy*, as well as a professor in art, I analyze Schuld's graphic style and creation perspectives applied in storytelling and final presentation in this paper. Furthermore, I discuss the concept of healing graphics and share my related course design and student projects.

Critical Cultural Studies

Thursday, 5 July

11:40-12:55	PARALLEL SESSIONS
Room 6	<p>Scientific Ties</p> <p>The Tyranny of Science and the Humanities as a Liberating Force Eric Cassell, Cornell University, Internal Medicine and Public Health, Medical Practice, Research & Scholarship, Ithaca, NY, United States Lauren Barron, Director and Clinical Professor, Medical Humanities, Baylor University, Waco, TX, United States For science, only knowledge from scientific methods or research is valid. Understandings from the humanities are discounted; subjectivity and subjective knowledge have no place. But people are concerned about and comprised of their experiences: past and present, waking and sleeping, thinking and feeling, interpersonal events and private ideas and fantasies. From the 1950s into the 1980s, dynamic psychologies infused these concerns with knowledge and sophistication. After WWII, science, scientific objectivity, and empiricism, plus a denigration of subjectivity, rode the success of medical science to increasing influence in Western society. By the mid-80s, science as a social force drove from favor previously successful everyday psychological sophistication. Science has taken the place of religion before the Renaissance. Devotion to STEM implies nothing else is important. This emphasis has had a malignant effect on the teaching and study of the humanities. Medicine about persons and relationships, not only the body, is case in point in which science reigns supreme and technology overrides human concerns. Scientific medicine implies that science makes the diagnosis and treats the patient. The humanities offer liberation from the tyranny of science. Medicine is constituted by physicians as persons caring for patients as persons. The humanities teach about persons, emphasizing their relationships, historical being, aesthetic nature, constant search for meaning, and drive for freedom. Science values sameness, but individuals differ one from another in every respect. This paper considers how teaching the humanities provides depth, rigor, and humanistic knowledge to thinking about people as human beings, not just human bodies. <i>2018 Special Focus: Reconsidering Freedom</i></p> <p>Freedom Within the Bounds of Evolution: An Evolutionary Perspective on Normative Self-Government John Mizzoni, Professor, Philosophy, Arts & Humanities, Neumann University, Jenkintown, PA, United States We can broaden the scope of the humanities by doing more to unearth the roots in our evolved biology. Such a large project pushes the humanities toward a closer relationship to the sciences. This paper focuses on how the philosophical study of ethics has successfully moved in this direction. One might think that only ethical approaches that view ethics as purely social or emotion-based could achieve such a project. Yet even ethicists who maintain that morality emerges from a particular intellectual capacity—the capacity for normative self-government, i.e., freedom—can understand morality in an evolutionary framework. We need only accept that normative self-government can derive from self-consciousness. The capacity of normative self-government may be understood as an effect or side-effect of biological evolution. Under the perspective of the timeline of human evolutionary history, once human beings had evolved brains that could yield the intellectual capacity of reflective self-consciousness, then humans would have become capable of normative self-governance. Normative ethics, then, could be said to have become possible. The evolutionary process would have then provided the necessary conditions for morality, yet not the sufficient conditions. <i>Critical Cultural Studies</i></p> <p>Reimagining Human Beings and Our Place in the Natural World Jeffrey K. Soleau, Professor, Humanities, Interdisciplinary Studies, The Sage Colleges, Albany, NY, United States To understand human beings as “special” and “superior” beings because we are situated at the top of an ontological hierarchy is a Western model that is deeply problematic for those concerned about the environment and the future direction of the world. Humans have within us a self-contradiction - we have learned to think of ourselves as separate from the natural world - although we are of this natural world. Humans are indeed unique beings. Rather than superior beings, however, humans are unique beings with the freedom to engage in the ethical task of careful listening, of respectful speaking, and of preserving the natural world through responsive thought and action. Our essential task is to come to our senses by recovering and affirming our ethical role within the natural world. Sources considered in developing this paper include E. F. Schumacher, Martin Heidegger, Hannah Arendt, and Max Oelschlaeger. <i>Critical Cultural Studies</i></p>
12:55-13:05	Transition Break
13:05-14:05	Lunch
14:05-14:15	Transition Break
14:15-15:30	PARALLEL SESSIONS
Room 1	Spanish Language Session



Room 2 Essential Questions

Weak Science: Humanities and the Sciences

Shai Frogel, Associate Professor, Humanities, Kibbutzim College of Education, Ramat Hasharon, Israel

The great technological achievements of natural science bring to see empirical method as the only scientific method and causes human sciences to adopt this view. Yet, since this method fits the material objects of natural sciences it de-humanizes human reality and thus blazes the way for materializing human existence. From this perspective, humanities are not a science at all or mostly a very weak science. The paper claims that only a resistance to this tendency could rehabilitate the humanities. The resistance should emphasize the essential difference between investigating a meaningless being, the material world, and a being of meaning, the human spirit and its products. By emphasizing this difference, one can explain why the humanities are a different science and not a weak science; a science which could not and should not be based on empirical method but on interpretation and human understanding. The paper uses Husserl's phenomenology and Gadamer's hermeneutics for advancing its claim. Husserl explains the failure of positivist sciences to distinguish between method and reality and thus opens the way to existential reflection on the significance of what he names "lifeworld" (Weltleben). Gadamer explains why truth is a result of understanding or interpretation and not of a method for pointing on the educational role of the humanities. Both Husserl and Gadamer argue that what is at stake is not only epistemological question but, and more importantly, an ethical issue. Actually, they bring us back to the fundamental question of the humanities: What is a human being or what is a flourishing human existence (Eudaimonia)?

Critical Cultural Studies

Decolonial Perspective on Contemplative Studies: What Does a Contemporary Indian Poet Have to Say?

Nuño Aguirre de Cárcer, Researcher, University of the Witwatersrand, Johannesburg, South Africa

Contemplative Studies brings together different contemplative practices from major religions, to create a discipline in which first-, second- and third-person perspective are integrated. Contemplative Studies can be conceived as a dialogue between science, particularly with neuroscience, humanities and religious studies, to analyze the nature of contemplative practices. This emerging field is a very promising new direction in the Humanities; it is interdisciplinary by definition, global and diverse by the nature of the object studied. However, there is a serious risk that Contemplative Studies might fall into the trap of repeating and reinforcing ongoing forms of coloniality, creating a gap between present-day Science and old, long-gone traditions from India and the East. For this reason, it is essential to introduce a critical perspective in the discussion. In my view, decoloniality can be an adequate theoretical framework to approach contemplative texts and practices, helping the field develop into a more inclusive one. In this paper, I will use the work of poet and essayist Ranjit Hoskote (Bombay, 1969) as an example of what could be a decolonial perspective on Contemplative Studies. I will analyze how he brings forth his own multi-faceted contemplative tradition into the present: through poetry and translation. This analysis is intended as a contribution to the future syllabi of Contemplative Studies, currently lacking contemporary authors, particularly from the Global South.

Humanities Education

D. H. Lawrence's Postcolonial Modernism

Doo-Sun Ryu, Professor, Department of English, Seoul National University, Seoul, South Korea

Since the beginning of this century the issues of modernism and postcolonialism have begun to be addressed together, resulting in the term "postcolonial modernism." Lawrence has benefited from this trend, as opposed to in the past, when the issues were discussed separately. Even so, a kind of extremism seems to characterize general assessments of Lawrence nowadays. On the one hand, Lawrence is regarded as a modernist who shared colonialist assumptions about the colonized, a complicity branded by Edward Said's term "orientalism." On the other, modernist Lawrence is said to have turned to the colonized's culture for the regeneration of "finished" Western traditions. Therefore, this paper proposes to address the question, "How can these two seemingly incompatible assessments be attended to?" It will draw on insights Lawrence gave in his last work, "Apocalypse," in which he doubts the ethnological notion of "Urdummheit" (translated by Lawrence as "primal stupidity"), which he thinks might have been invented for an "offset." Thus thinking of this "primal stupidity" as a "theoretical fiction," to use Gayatri Spivak's words, the paper compares the Lawrentian version of postcolonial modernism with versions forwarded by other modernist writers.

Literary Humanities

Thursday, 5 July

14:15-15:30 **PARALLEL SESSIONS**

Room 3 **Technical Intersections**

World as Palimpsest: Multimodal Literature in Augmented Reality

Robert Fletcher, Teacher, Literature, West Chester University, West Chester, PA, United States

This paper will both discuss a digital-humanities project that remediates ekphrastic poetry in augmented reality and explore AR as a cultural, aesthetic, and rhetorical practice across the humanities and related disciplines, with special attention to literary studies. It will review the innovative practices of established digital-literature artists working in AR and examine the current needs that must be addressed to establish this technology as a significant facet of the digital humanities. It will end by demonstrating a few methods of integrating augmented reality into classes without any programming requirements.

Literary Humanities

Participatory Humanities in the Digital Age: An Ethnographical Review of South Korea's Candlelight Revolution

Minhyoung Kim, Assistant Professor, Department of Knowledge Contents, Hankuk University of Foreign Studies, Seoul, South Korea

The field of digital humanities is becoming more exciting as the number of low-cost technologies and free-of-charge mobile applications are now widely attainable. They allow humanists to accomplish an ever-increasing number of tasks that were not possible only a few years ago, were very costly, or required high-end computing power. The range of these applications provides open access to digital participation at an unprecedented level. Collective collaboration is in particular an inherent part of nearly all digital humanity projects. Such partnerships connect digital resources, generate new practices, and enhance participatory humanities, which fuel diversity and lead to the expansion of the freedom of humanity. This study aims to examine how such participatory humanities serve as pivotal links between the personal and the political, allowing citizens to actively engage in networked forms of community and digitally connected action, while maintaining their sense of individuality. Utilizing an ethnographical approach with an open and reflexive research design, this study focuses on the structure of the Candlelight Revolution in South Korea.

Civic, Political, and Community Studies



Room 4 Hybridizing Scholarship

An Artist's Interdisciplinary Practice

Carrie Ida Edinger, Independent Artist

From my research and experiences, I have found that the artist's voice is under-represented when it comes to specific research methods and the perspective artist's have of their practice crossing disciplinary boundaries, such as using anthropology. Following the lineage of the 1960's artist writing from the cultural turn and media of the late-twentieth century, my paper is focused on my twenty-first-century experiences. The knowledge, from my subjective experience, is the basis for the inquiry with academic disciplines and art practice. Within my interdisciplinary practice, I have investigated the ephemeral, along with human engagement, and the physical and virtual social spaces. My interdisciplinary approach includes concepts related to the everyday, museum studies, and the social sciences. I have completed projects with a humanities approach that have bridged the relationship between the human element of engagement with objects and space. I have integrated technology and performative sources for the production and presentation of my recent projects. My artist's voice within this is an underrepresented scholarship; however, my cross discipline initiative permits the inclusion of social and cultural perspectives to continue the future exploration of interdisciplinarity.

Critical Cultural Studies

Why Professionals Must Be Narrativists: Interdisciplinarity as a Radical Act

Anna Gotlib, Assistant Professor, Philosophy, Brooklyn College, New York, NY, United States

Larry Palmer, Professor of Law, Law School, Cornell University, Ithaca, NY, United States

As we become exponentially more linked and wired, we are at the same time growing magisterially, existentially isolated. Our identity-constituting narratives, whether personal or professional, tend to be increasingly limited by our chosen interlocutors, professional environments, and ever-shrinking circles of others with whom we share our ever-decreasing intellectual and social energies. Why, especially as successful professionals, ought we try to imaginatively, empathetically enter a world that is not our own, feeling its odd foreignness, its disturbing otherness? In this paper, we argue that we, as humanists and humanities-minded professionals, must do the hard thing: we must interrogate the "other" by turning to, and teaching, a radical interdisciplinarity that makes possible the kind of narrative competence that moves us toward what Martha Nussbaum calls "moral competence." We have to teach others, and ourselves, to (re)connect not only with other perspectives and epistemologies, but to engage in often uncomfortable dialogues with distant others through direct encounters with narratives, with stories. We must, in other words, introduce lawyers to literature. We begin with a brief discussion of the growing need for such moral competence, especially among those whose professions tend to regard the humanities as ephemeral at best. Second, we offer an account of what we mean by radical interdisciplinarity, and how it can lead to narrative, and subsequently moral, competence. We conclude with a narrative of how an engagement with Dostoyevsky can indeed lead not only to a more enlightened legal practice, but to a more humane one. It is our hope that these deeply interdisciplinary approaches to how we understand ourselves and others will effectively counteract the master narratives of splintered professional geographies and growing personal insularities, making connections among us all visible -- and vital.

Literary Humanities, Humanities Education

Deconstructing Settler Colonial Cartography in Taiwan Cinema

Lin Chin Tsai, Teaching Assistant, Asian Languages and Cultures, University of California, Los Angeles, CA, United States

Taiwan is an island located on the western edge of the Pacific Ocean with a history of multiple colonialisms. Due to the increasing Han immigrants from China to Taiwan since the seventeenth century, Taiwan, an island whose indigenous inhabitants were the aboriginal Austronesian peoples, has become a settler colony de facto. However, Taiwan has long been excluded from global settler colonial studies. The prevailing discourse of postcolonialism introduced to Taiwan in the 1990s, as scholars pointed out, fails to fully conceptualize the colonization of indigenous peoples. Owing to the above reasons, this paper provides an analytical framework of settler colonialism, a distinct mode of domination that differs from the classic colonialism and postcolonial paradigm with its specific emphasis on settlers' replacement of indigenous population and land dispossession, so as to address the discursive limits of postcolonial studies in Taiwan. Furthermore, drawing upon the approach of "cultural geography" and the politics of cartography, I scrutinize how maps are presented in two propagandistic films produced by the state-owned studios of the KMT (the Nationalist regime in Taiwan after 1945), Bai Ke's "Descendants of the Yellow Emperor" (1955) and Chen Wen-chuan's "Beautiful Treasure Island" (1952), and demonstrate how they construct a form of "settler colonial cartography" through the cinematic visualization of space and the use of multimedia. In this sense, to reflect on Taiwan's cultural production through the lens of settler colonial criticism, I argue, is an imperative decolonization practice by which Taiwan is on its way towards spatial and social justice.

Critical Cultural Studies

Old Wine in New Bottles?: Decoloniality Is Anything but New Epistemology

Fetson Kalua, Professor, Department of English Studies, University of South Africa, Pretoria, Gauteng, South Africa

Also known as decolonialism, the concept of decoloniality is a Latin American political and cultural theory, an intellectual crusade even, of Latin-American derivation whose vocation is to re-examine and rewrite the discourse of colonialism. Presenting decoloniality as a decisive intervention for most postcolonial societies to reclaim knowledge from what decolonial theorists is the grip of the Western (white) man, the scholars draw on renowned scholars such as Frantz Fanon, Aime Cesaire, as well as other discourses such as liberation theology, the Foucaudian poststructuralist, and other philosophical discourses, as the founding conditions of possibility for the development of the decolonial theory. In this paper, I situate the decolonial debate in the context of postcolonial theory and poststructuralist discourses, from which the discourse of decoloniality derives much of its force, to demonstrate its coterminous nexus with postcolonial theory and discourses – the link which lends colour and credence to the view that decoloniality is nothing but "old wine in new bottles." The argument of the paper is that decolonial scholars' attempt to, at once, deconstruct and reconstruct or reshape what are regarded as normative and prevailing means of knowledge production is hardly a pioneering enterprise, and so the scholars have not blazed any trail in the field of colonial discourse. Thus the decolonial scholars' supposed mediation on knowledge production constitutes a revisionist project.

Literary Humanities

Schopenhauer on Philosophy and Religion

R. Raj Singh, Professor, Philosophy, Brock University, St. Catharines, ON, Canada

Schopenhauer studied and adapted his own system any concepts of eastern thought. He was particularly drawn toward Vedanta and Buddhism. However, only a few brief and casual analyses are to be found in the secondary literature on this thinker. Many of Schopenhauer's own concepts remain misunderstood and unduly critiqued due to lack of comparative study of these concepts with their eastern counterparts. This paper will examine Schopenhauer's eastern sources as well as outline this thinker's standpoint on how the insights from world religions can be thoughtfully deployed in philosophy after detaching them from the elements of dogma and superstition.

Critical Cultural Studies

Thursday, 5 July	
14:15-15:30	PARALLEL SESSIONS
Room 6	<p>Looking Back and Moving Forward</p> <p>The Face of Educational Social Injustice in the Twenty-first Century: The School-to-Prison Pipeline Bev Freda Jackson, Adjunct Professorial Lecturer, Justice Law and Criminology, American University, Washington, D.C., United States At the turn of century Dr. W.E.B DuBois asserted that the "problem of the 20th century is the problem of the color-line." In 2018, decades after the elimination of de jure segregation the face of institutionalized racism thrives through evidence of the "color of mass incarceration" and its feeder phenomenon the school-to-prison pipeline. In 1954, the Supreme Court of the United States declared separate but equal unconstitutional overturning Plessy v. Ferguson (1896). However, in 2018 the legacy of Brown, its tenets and ultimate aims remain a dream deferred. Consequently, we currently realize the phenomenon of the school-to-prison pipeline impacting populations of children of color. Through dialogue on the empirical realities of what we know on the school-to-prison pipeline, this paper examines national statistics on suspension and expulsion, thereby introducing a dialogue about impact and outcomes on student populations of color. In this session, the theme of reconsidering freedom is interwoven into the deconstruction of the school-to-prison pipeline discussion. While empirically supporting the national increase in quantifying the realities of the pipeline, the dialogue also reframes the numbers in ways to introduce the audience to restorative justice techniques and diversion disciplinary practice methods to explore how we reverse this trend. The school-to-prison pipeline represents a manifestation of historic injustice evidenced in present-day school drop-out factories. At the root of the school-to-prison pipeline are social and economic inequalities, reinforcing the historic disparity of equity in education in the United States. <i>2018 Special Focus: Reconsidering Freedom</i></p> <p>Return of the Shanghai Jews: Early Attempts at Reconciliation and Restitution with Refugees Kevin Ostoyich, Associate Professor and Chair, History, Valparaiso University, Valparaiso, IN, United States During the Holocaust, approximately 15,000 to 18,000 Jews found haven in Shanghai when the rest of the world closed its doors to them. When one juxtaposes the history of the Shanghai Jews with the nightmarish story of Auschwitz, one sees that lessons of humanity can be discovered even at times that are seemingly devoid of hope and dignity. The message of hope represented by the history of the Shanghai Jews is one that has been slowly emerging over the last two decades. More and more scholars are turning their attention to this history. Nevertheless, their focus has tended to stay narrowly on the Jewish experience within the Shanghai community itself, leaving much left unexplored. For example, very little has been written about what happened to the Shanghai Jews after the war. What did the West German government do when the Shanghai Jews—refugees who had lost most, if not all, of their belongings, had endured hardships, and who, in most cases, had lost relatives who had not accompanied them to Shanghai—asked for restitution? The paper examines how the Germans started the process of atonement. The study is based on restitution case files from the Bremen State Archives. The paper concludes that the Germans scrambled to respond to the Shanghai Jews, but issues of bureaucratic protocol had to be established, and the process by which retribution payments were distributed turned out to be a long and frustrating one for the former refugees. <i>Civic, Political, and Community Studies</i></p> <p>Pet Poultry: An Ethnography of York County, Pennsylvania Chicken Keepers Jamie Kinsley, PhD Candidate, American Studies, Penn State University, Harrisburg, PA, United States Today, eggs occupy refrigerator shelves in every convenience store, yet members of the York County community in Pennsylvania laboriously raise small flocks of chickens as a food source. With increasing globalization comes benefits including higher standards of living, access to basic human needs such as clean water and healthcare, and cultural awareness. However, globalization and the American food-systems infrastructure have grown to industrialized heights where commodification leads to abstraction. To combat this separation from our food source, people exchange consumerism for a connection with their food primarily via gardens and poultry rearing. Their place in the backyard builds kinship similar to that of family where their multi-species familiarity defies the anthropocentric tendencies of biosociality. Primarily through ethnography, I interview and observe twenty households in York County Pennsylvania who raise chickens. While some of the participants own chickens for various functions such as experimentation, entertainment, education, or political activism, I primarily analyze the meaning derived from chicken ownership through the lens of ethical foodways and companionship. As a fellow chicken owner, I recognize that raising chickens is not a necessity; it is a choice. None of the participants grew up around chickens; they all intentionally sought out the practice as a way to free themselves from the industrial food system. This study ultimately argues that raising backyard chickens offers pastoral fringe living, where the participants enjoy the proximity of civilization paired with the romanticized practice of homesteading as a way to counter the hegemonic food system. <i>Civic, Political, and Community Studies</i></p>
15:30-15:50	Coffee Break
15:50-17:05	PARALLEL SESSIONS
Room 1	Spanish Language Session

15:50-17:05

PARALLEL SESSIONS

Room 2

Revolutionary Lit

Chinese Revolutionary Deviation from Rousseau's "Émile, ou De l'éducation": Lao She's "The New Emile"

Lijun Bi, Lecturer, School of Languages, Literature, Cultures and Linguistics, Monash University, Clayton, Victoria, Australia

Xiangshu Fang

This study examines the short story "The New Emile," an often neglected work by Lao She, a giant Chinese literary figure in the twentieth century. The paper first explores briefly the historical background and the intellectual context of the flourishing school of revolutionary children's literature in China in the 1930s. It then analyzes Lao She's short story "The New Emile," which was published in a 1936 special children's literature issue of "Literature" (Wenxue), an important journal of the League of Left-Wing Writers. The same special issue also carries the translation of Gorky's "On Themes" and an introduction of Soviet children's literature by Mao Dun. Lao She's story is a fictional report by a first-person narrator as the experimenting educator on a Chinese Emile's revolutionary upbringing, which is the exact opposite of that of Rousseau's Emile. The paper argues that, in a tragic vein, the purpose of Lao She's story, which traces the stern experimental revolutionary methodology of upbringing the future generation, is to magnify the dismal consequences of the artificial revolutionary educational environment that frustrates natural development.

Critical Cultural Studies, Literary Humanities

China Miéville and the Politics of What We See, What We Say, What We Know: The Politics of Art When Shit Gets Real

Laura Krughoff, Assistant Professor, University of Puget Sound, Tacoma, WA, United States

China Miéville is routinely read and understood as an overtly political and specifically Marxist fiction writer. What it means to be a Marxist fiction writer, and what "Marxist fiction" might look like, however, are up for debate. According to Miéville, he doesn't start a fictive project by asking "how about if we organise society like this?" Rather, he suggests, the political potential of fiction is made possible by "[starting] from the presumption the impossible is true" (2011 ArtReview). Miéville imagines an impossible language where words open portals between the minds of their speakers (Embassytown 2011), an impossible pair of cities that literally sit on top of each other but where the residents of each "unsee" the buildings and residents of the other ("The City & The City" 2009), and an impossible history where post-WWII Paris is trapped in a state of interminable Nazi occupation and stalked by the manifestation of Surrealist paintings come to life ("The Last Days of New Paris" 2016). These novels imagine an intergalactic colonial outpost of the future ("Embassytown"), an alternative version of post-Soviet, post-Yugoslav eastern Europe ("The City & The City"), and an alternative non-ending of WWII ("The Last Days of New Paris"). The argument of this paper is that Miéville's political project is manifest in what it means to interpret, language, maps, paintings, in each imagined world, rather than in the political structures of those worlds. Provocatively, it is only by reading his fiction along with his most recent work, "October," a narrative history of the Russian Revolution wherein he insists he has "invented nothing," that the relationship between fiction, interpretation, history, and politics can be fully understood.

Literary Humanities

Integrating Theory and Practice: A Critical Pedagogy in Art and Design Education

Folasayo Olalere, Postdoctoral Research Fellow, Vaal University of Technology, Vanderbijlpark, South Africa

Concerns on the interrelation of theory and practice have been manifested in several debates about the role of critical theory in art and design studio practices. There is a widely held assumption in art teaching that theory gets in the way of creativity and spontaneity, and this opposition is commonly articulated in terms of visual versus verbal intelligence. However, there are prevailing beliefs lately that, putting theory into practice encourages students to engage with complex ideas and explore related art concepts through studio activities. Hence, this paper develops a teaching and learning strategy for integrated art theory and practice. The discipline-based strategy proposed in this paper is comprised of five overlapping stages, and it is believed that a successful implementation of this strategy can help bridge the boundaries in art and design education.

Humanities Education

Discovering the Creative Impulse: Study of the Interrelated Arts and Creativity

Harold Popp, Adjunct Professor, Jacobs School of Music, Indiana University, Bloomington, IN, United States

This paper introduces procedures and materials to assist individuals in discovering their own creativity through the interdisciplinary arts. All humans need to be involved in the creative process. Involvement in the interdisciplinary arts can explore relationships extant within the creative arts. This study researched a plethora of concepts on the creative process and its significance; research was the basis for the practical application. A university course was developed and taught at two universities over an extended time. Considerable success resulted through responses by students and professors. The course continues to be highly successful. The process (procedures) used in the course is its primary strength; content can be flexible. The approach is non-traditional but is devised to draw upon human nature/potential relating to the creative process. The success with the course, procedures, and materials developed needs to be broadly shared for future success as it impinges on creative thinking and assisting in individuals' creative expressions. This can lead to life-fulfilling processes.

Humanities Education

Agency and Dependence: What the Anti-poverty Movement Can Learn from De-schooling Scholars

Roseann Lydia Kerr, PhD Student, Faculty of Education, Queen's University, Perth, Ontario, Canada

Are we holding on to assumptions that are supporting a system which perpetuates inequality? Through the lens of the de-schooling movement this paper questions the assumption of schooling as a universal good and explores the role of schooling in the underdevelopment of agency in the North American context. The theories of John Holt, Paulo Friere, and Ivan Illich are used to examine the role of our institutions in the development of the expert and a mistrust in the capacity of ordinary people. Within the context of modern poverty in Canada, parallels are found between the cycle of shame perpetuated by the Food Charity Model and the institutionalization of what Friere calls false generosity. How can we as intellectuals/experts challenge ourselves to consider philosophies that may provide insight into contemporary issues? Counter examples of hope in practice are presented in the form of Community Action Training facilitated through Community Food Centres Canada, as well as internationally, in the form of farmer-to-farmer pedagogical practices of the small scale sustainable agriculture movement, La Via Campesina.

Civic, Political, and Community Studies

15:50-17:05

PARALLEL SESSIONS

Room 4

Pedagogical Pursuits

Maximize Students' Growth and Individual Success through Differentiated Instruction

Tanya de Hoyos, Defense Language Institute Foreign Language Center, Monterey, CA, United States

This study helps teachers provide multiple access points to diverse learners to maximize growth and individual success. However, developing and promoting differentiated instruction doesn't happen overnight. It, rather, requires a series of essential strategies for working in heterogeneous classrooms and eliminating tracking. The author will also share some useful websites to implement a variety of processes to meet the learning attributes and characteristics of diverse students' population in the classroom. Participants get innovative approaches that can be adapted to any educational level. The author will bring the interest and curiosity into the room by designing and categorizing information and examples from the slides.

Communications and Linguistic Studies

Doctrine and Experience: Using Aristotle, Clausewitz, and Callwell to Teach Counterinsurgency

Frederick Dotolo, St. John Fisher College, Rochester, NY, United States

Carolyn Vacca, Chair/Assoc Professor, History, St. John Fisher College, Rochester, NY, United States

This pedagogical paper explores how I use Aristotle's Nicomedian Ethics as the foundation for an upper level undergraduate seminar on military ethics and strategy in counterinsurgency warfare. The class links Aristotelean ethics to the historical conduct of Small Wars as developed in Clausewitz and C.E Callwell. In addition, students study and evaluate the contrast between this humanities-centered approach and that of the social sciences of modern counterinsurgency doctrine.

Humanities Education

Task-based Language Teaching Approaches to Teaching of Intensive Reading in China

Tan Shanyan

Task-based Language Teaching (TBLT) puts students at the center. It requires training in language knowledge and utterance skills. At the same time, it lays stress on the cultivation of language using. TBLT approach has prominent status in English as a Foreign Language (EFL) teaching. It is challenging the current college English teaching reality in China, which is still language-centered, teacher-centered, and text-centered. This paper explores the theoretical background and the application of task-based language teaching approaches in EFL. It tries to appraise the feasibility of TBLT approaches in teaching college intensive reading. It reflects on the change of teaching goals from language structural goals to language functional goals in EFL teaching. Its emphasis converts from teaching methods to learning methods. It embodies the shift from what to learn to how to learn. It mainly focuses on communicative function and social use and teacher-centered to learner-centered. The communicative task itself is central to this approach. A task-based syllabus is a kind of process syllabuses. The organizing principle involved is not the presentation and practice of the language to be learned, but rather all kinds of tasks and activities which apply a target language to communicate. This research looks at using TBLT approaches in an intensive reading class, with expectations to complete cognitive tasks, linguistic tasks, cultural tasks, and affective tasks - and cultivate learners' communicative competence.

Humanities Education

Room 5 Historical Reviews

Body and Soul in Renaissance Arts and Literature

Leslie Malland

Rafael Narvaez, Assistant Professor, Sociology, Winona State, Winona, MN, United States

The transition from the Middle Ages to the Renaissance carried important and enduring changes in the way Westerners conceived of the body and the soul, shifts in perspective that initially transformed key aspects of (Renaissance) art, including music, as well as literature and philosophy. Renewed interest in anatomy, in particular, forced Renaissance artist and thinkers to reconfigure their ideas of the body and its relationship to the soul.

Anatomists searched for the soul by dissecting cadavers; artist dissected the body to better convey the human spirit; and writers dissected the soul through their work. And they thus set in motion paradigmatic upheavals that eventually resulted in changes in the ways Westerners understood the very idea of the human, both theoretically as well as at the level of collective beliefs. In this paper, we examine the extent to which the body/soul rhetoric was recast during the Renaissance; how these changes affected the arts and literature of the period, and show that changes in beliefs and preoccupations pertaining to the body and the soul powerfully contribute to shaping cultural products (e.g., artistic and literary) as well as important aspects of everyday life. This presentation is partly sponsored by a grant from the National Endowment for the Humanities (# AQ-234985).

Critical Cultural Studies

Freedom of Desire in "The Jew of Malta"

Chung Shu-hua, Assistant Professor, Department of Applied Foreign Languages, Tung Fang Design University, Taiwan

In "The Jew of Malta" (1589-90), Christopher Marlowe (1564-93) creates the Jew Barabas who resorts to every conceivable means in pursuit of freedom of desire. He aspires for freedom of desire including power and wealth by a series of murders. He tricks Lodowick and Mathias into fighting for winning his daughter, Abigail. When Abigail becomes a nun, Barabas poisons her along with the whole of the nunnery, and strangles two friars Barnadine and Jacomo. His slave Ithamore betrays him due to his love Bellamira and his friend's instigation, so Barabas poisons all three of them.

Barabas is the Other in the eyes of the Turks and of the Christians, but, paradoxically, he benefits from their conflict in light of traps. Just at the right moment, the former governor Ferneze emerges and causes Barabas to fall into his own trap. Applying the theory of the Other by Emmanuel Levinas (1905-96) to "The Jew of Malta," I will examine the conflict between the Jews and the Turks alongside the struggle between Spain and the Ottoman Empire. I attempt to probe into the relationship between the Self and the Other, between the master and the slave.

Literary Humanities, 2018 Special Focus: Reconsidering Freedom

Chronos to Kairos: Transformation in Tristan Love

Claudia Marie Kovach, Professor of English and French, Neumann University, Aston, PA, United States

Always a "profane" manifestation of medieval society and condemned by the Church, courtly love does not usually lead one to look too deeply into saints' lives and canonically spiritual matters. Yet, paradoxically, it is possible to see within perhaps one of the most "profane" illustrations of courtly love found in the Tristan corpus a closer connection to radical Franciscan spirituality, a consecrated piety that has had one of the greatest impacts on the Church and the world. An examination of various versions of the Tristan legend, used interdisciplinarily and cross-culturally, can show linkages to key aspects of Franciscan penitential spirituality. The Tristans of Béroul, Marie de France, Gottfried von Strassburg, and others highlight the mystical and especially penitential essence of Tristan love. To explore these avenues, this study advances this idea of "penance" in Franciscan spirituality, seen as equivalent to the biblical meaning of "metanoia," as an intimate conversion of heart to God, as a vital attitude, as a continuous state of being. The Tristan stories always include a moment of love's recognition, a type of conversion. Love in Tristan goes beyond required or programmed behaviors similar to "doing penances," but instead lives a life of actively loving, of being penitent, of being engaged in a life-changing embrace of a new existence. It also moves the lover from specific, practical requirements of everyday life as determined from station and status to a world expressed in terms of cosmology and mythic if not divine principles.

Literary Humanities

Socioeconomic Effects of Ethnoreligious Conflicts in Lagos, Nigeria

Ayodele Omojuwa, Senior Lecturer, Arts and Social Sciences Education, University of Lagos, Lagos, Nigeria

This study examines the ethnoreligious conflict effects on the local market of Lagos State, Nigeria with a view toward determining its role in the lives of people in the community. The paper relies on both primary and secondary sources including a structure research questionnaire, books, journals and magazines that deal with religious conflicts and crises in Nigeria. Intractable conflict and political economy theories are blended in our analysis. We argue that inter-religious conflicts in Nigeria defy resolutions and seem unending because they are intractable conflicts, which are sustained largely because they serve the economic interest of certain religious leaders who conceal the economic matrix behind their support. This work recommends that increased awareness should be created to enlighten people on the dangers of these crises in the market place. We suggest government strive to provide laws to protect all citizens against ethno-religious crises. Finally, religious leaders should preach and teach to increase national unity, purity, tolerance, morality, love and honesty to reduce conflicts among religious groups, thereby uniting through dialogue for national development.

Civic, Political, and Community Studies

Incorporating Brain Color into Multiple Intelligences to Create a Blended Learning Context

Marine Shalaby, Arab Open University, Kuwait City, Kuwait

This paper introduces a blended learning context that creates a community of practice. This community of practice presents a combination of face-to-face facilitated learning, e-learning, and self-study. A set of in-class and online linguistic activities was used in the implementation of this experiment to investigate the efficacy of performing these activities in homogeneous and heterogeneous groups. The incorporation of target learners' brain color into their multiple intelligences was based on using two inventories which identify learners' brain color and multiple intelligences. The two inventories were Carmazzi's (2009) Coloured Brain Communication Inventory (CBCI) and Sahakian's (2001) Multiple Intelligences Inventory (MII). They were administered to a group of Arab Open University (AOU) students during their grammar in English language contexts sessions. This incorporation helped the researcher identify the learners' preferred means of learning and assessment in addition to dividing the learners into heterogeneous and homogeneous groups to detect the efficacy of performing some linguistic activities whether in-class or online in groups. The results of these two inventories (CBCI and MII) were statistically analyzed and a correlation has been reached. The statistical analysis of the learners' performance in analyzing and solving the given linguistic activities was in favor of the heterogeneous groups with a variety of brain color and multiple intelligences. This was of a great help to the researcher in establishing a blended learning context that succeeded in engaging everyone as an active learner in the learning process.

Communications and Linguistic Studies

Mentoring Practices of Business Education Lecturers in Colleges of Education in Delta States of Nigeria

Josephine Obiageli Nwachokor, Chief Lecturer, Business Education, Federal College of Education Technical Asaba, Asaba, Delta State, Nigeria

There have been growing concerns recently about the quality of education in Nigeria especially the teacher education. The training of teachers is more theoretical than practical and teaching has become complex with different classroom tasks to be performed using varied strategies and assessment methods. It is against this background to fill the gap between theory and what is practised that mentoring practices of Business Education Lecturers in Colleges of Education in Delta State of Nigeria became the focus of this study. The population of this study is comprised 110 business education lecturers of four Colleges of Education in Delta State. No sampling was carried as the population was manageable. Two research questions were raised to guide the study and two hypotheses were tested. Study design was descriptive survey design. A questionnaire which was validated by experts and with reliability coefficient of 0.78 was used as instrument for data collection. Arithmetic mean and standard deviation were used to analyze the data in respect of the research questions while t-test was used to test the hypotheses at 0.05 level of significance. The findings of this study revealed that mentoring practices of Business Education Lecturers in Colleges of Education in Delta State of Nigeria is effective. It was recommended among others that mentoring practices of Business Education Lecturers should be formalised in such a way that every newly employed lecturer becomes a beneficiary.

Humanities Education

Friday, 6 July	
08:00-09:00	Conference Registration Desk Open
09:00-09:20	Daily Update
09:20-09:55	Plenary Session—Dr. Paul Farber, Artistic Director and Co-Founder, Monument Lab, Lecturer, Fine Arts and Urban Studies, University of Pennsylvania, Philadelphia, PA, United States
	<p>"Prototyping Monuments: On Public Art, History, and Space in an Age of Reckoning and Remediation"</p> <p>Paul M. Farber, PhD, is an historian and curator from Philadelphia. He is the Artistic Director and Co-Founder of Monument Lab, a public art and history initiative, and teaches courses in Fine Arts and Urban Studies at the University of Pennsylvania. His book project, "A Wall of Our Own: An American History of the Berlin Wall" (Forthcoming, University of North Carolina Press), examines representations of the Berlin Wall in American art, literature, and popular culture from 1961 to the present. Farber has contributed essays to several edited collections and advised the production of visual culture books including Leonard Freed's "This Is the Day: The March on Washington" (Getty Publications, 2013), Nathan Benn's "Kodachrome Memory: American Pictures 1972-1990" (powerHouse, 2013), and Jamel Shabazz's "Pieces of a Man" (ArtVoices, 2016). He is the editor of a new critical edition of "Made in Germany" (Steidl Verlag, 2013), and is the co-editor of a special issue of the journal Criticism on HBO's series, "The Wire" (2011). He has been invited to lecture and lead workshops at the Library of Congress, New York Public Library, and the Barnes Foundation, and served as the inaugural Scholar in Residence for the City of Philadelphia Mural Arts Program. His work on culture has also previously appeared in The Guardian, Museums & Social Issues, Diplomatic History, Art & the Public Sphere, Vibe, and on NPR.</p>
09:55-10:25	Garden Conversation and Coffee Break
	Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length 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.
10:25-10:35	Transition Break
10:35-11:50	PARALLEL SESSIONS
Room 1	Spanish Language Session



Friday, 6 July

10:35-11:50

PARALLEL SESSIONS

Room 2

Tracing Literary Roots

Identity and Acculturation: The Invention of a Truly Egyptian Drama

Hala Ghoneim, Associate Professor, Languages & Literature, University of Wisconsin - Whitewater, Madison, WI, United States

The development of modern Egyptian drama has been shaped by confrontations with and attempted hybridization of the Self (traditional poetics) and the Other (Western poetics). Arabic poets have operated within well-established and often hegemonic traditions and have had giant ancestors to look up to or challenge. Arabic dramatists, on the other hand, had little or no indigenous traditions to ground themselves in, and most relied on Western traditions to introduce the genre into Arabic literary tradition. Unlike poets who struggled to escape from hegemonic literary traditions, playwrights had to develop, nourish, and promote every indigenous form they could find, like al-samir and al-muqallid. This paper shall investigate, compare, and critique three attempts by Tawfiq al-Hakim, Yusuf Idris, and Najib Surur to simultaneously revitalize indigenous dramatic forms and employ Western theories and devices in order to forge what they view as a truly Egyptian drama. My investigation shall be restricted to drama because there has not been any worthwhile theorization of this issue in Egyptian theater and because very little of the playwrights' theorization about theater has been put into practice. However, performance will occasionally be discussed whenever it intersects meaningfully with the issue of the invention of a truly Egyptian theater, especially in the works of Idris, and Surur.

Critical Cultural Studies, Literary Humanities

Other in a Mutual Gaze: China and Britain in Nineteenth-century Illustrated Newspapers

Gang Song, University of Hong Kong, Hong Kong

It is well known that the Sino-British relationships underwent drastic changes during the nineteenth century. Britain achieved remarkable ascendancy as a leading Western power through colonial expansion, the industrial revolution, and political reform, while the declining Qing regime was no longer able to uphold the age-old Sinocentric world order in face of both external threats and internal rebellions. Ample research has been conducted on the significant encounter of the two empires in this transition period. However, as a popular form of journalism featuring rich pictures and texts, illustrated newspapers (or pictorials) have remained an underexplored category of literary and historical sources in recent scholarship. This paper selects a number of vivid examples from two popular works in the late-nineteenth century, "Illustrated London News" (1843) in English and "Dianshizhai Pictorial" (1884) in Chinese, to explore how late Qing Chinese and the Victorians engaged in intense mutual gazes at each other. By adopting a cross-cultural comparative approach, this paper offers in-depth analysis of contextual factors and textual/visual motifs. It will uncover an intriguing self-other interplay among Chinese and British peoples who, for various political, ideological, religious, and emotional reasons, took part in the dynamic exchange of ideas, representations, and imaginations of the other.

Critical Cultural Studies, Literary Humanities

Humanomics: A Non-equilibrium Theory of Economic Processes

Michael Green, Professor, Philosophy, SUNY-Oneonta, Oneonta, NY, United States

This paper uses works of literature to develop a non-equilibrium model of the economy. Such a system then consists of two flows, one into the system and one out of the system. Entropy returns everything to a state of undifferentiated homogeneity. The flow into the system maintains heterogeneity and differentiation. There are several aspects to this system. First, a control parameter initiates and sustains the flow of resources into and out of the system. Secondly, an order parameter directs this flow in ways that create an internal identity for the system. Thirdly, this flow has a definite cyclical causal structure. "Gulliver's Travels" is used to argue that non-equilibrium wholes take priority over isolated individuals. "Candide" is used to argue that the control parameter is one that oscillates between optimism and pessimism. "The Cherry Orchard," "The Adventures of Franco," "The Gilded Age," "The Great Gatsby," and "Player Piano" are used to argue that the order parameter consists of a changing technological/financial configuration. There have been three of these: the cotton system, the railroad system, and the internal combustion engine cycle. We are in a period of transition to a robotics/biotech system. "Oedipus Rex" and "Birds" (Aristophanes) shed light on the stages in this process. The stages in this movement are: confidence, alarm, relief, panic, false hope, and despair, caution, false panic, boldness, false alarm, and confidence. It is then argued that, since 2009, our economy has been in a false hope rally. The worst of the decline is still ahead.

Civic, Political, and Community Studies



Friday, 6 July

10:35-11:50

PARALLEL SESSIONS

Room 3

Interpretive Elements

Toward a Dialectic of Identity: Negative and Positive Identity in Adorno

Eric Oberle, Associate Professor, Interdisciplinary Humanities and Communication, Arizona State University, Tempe, AZ, United States

This paper makes a philosophical argument for a concept of “negative identity” by means of a historical examination of Theodor Adorno’s philosophy. The paper asserts, first, that the concept of identity as we use it today always has a negative side to it; and secondly, that this ‘negativity’ was in fact part of the original articulation of the idea itself under the auspices of the Frankfurt School. A historical look at the concept of identity points to its nervousness: the concept took off in the late 1960s as an idea of individual self-making and liberation, and it now rivals the concept of “freedom” in describing the ideals of individual and even national autonomy. Identity has become synonymous with liberation, wholeness, expressive individualism; yet it does not take much reflection to realize the degree to which Identity remains shadowed by the incompleteness of modern emancipation: within identity there are deep traces of loss, weakness, the vulnerability of all to the power of domination. Often deeply charged with resentment, the concept of group and personal identity is easily entangled with ethnonationalist and colonial concepts of race, and it can take on projective and paranoid features defined by victim-blaming and negative ontologies. Looking at the initial articulation of the identity concept by the Frankfurt School in the 1940s, this paper argues that a concept of “negative identity” can be useful at once for analyzing the negativity of the identity concept and for recovering identity’s emancipatory power.

Civic, Political, and Community Studies

Post-national, Global, or Local: Literary and Cinematic Responses

Naresh Kumar Vats, Professor, Guru Gobind Singh Indraprastha University, New Delhi, India

The term globalization brings to mind the conflict of hybridization and homogenization, exclusion and inclusion, global and local. And what should be the concept of nationalism? As a critique of nationalism, post-nationalism rejects the idea of nation as the central organizing principle. It also calls into question the concept of identity by looking beyond the idea of nation as a homogenous collective. In fact post-national as a discourse implies going beyond, transcending and escaping the boundaries of master-discourses such as nationalism that presupposes nation as a monolithic structure that does not allow space for plurality. Indian cinema has responded to globalization in its own way. Instead of telling stories carrying lofty ideas and ideals today’s cinema has shifted its tone and texture in alignment with everyday experience of individuals who are struggling with day-to-day realities.

“Newton” (2017) depicts a young man’s struggle to accomplish his responsibilities/duty despite the odds. “Hindi Medium” (2017) too depicts the everyday reality of India where people are busy bettering their life according to the needs of globalization, i.e. attaining fluency in English which is a status symbol not only in India but in the entire third world. “Dangal” shows the struggle of a man against the realities of his ambition, expectations, and traditions. Other examples are “Pad Man,” “Bareilly Ki Barfi,” “Toilet Ek Prem Katha,” etc. This paper critically looks at how globalization and post-nationalism work in the realities of today exploring the concepts through literature and beyond.

Literary Humanities



Friday, 6 July	
10:35-11:50	
Room 4	<p>Expanding Pathways to Learning</p> <p>Social Science of Acceptance and Recognition: The Counter Narratives Faced by Athletes and Educators in Revealing Autonomy, Collaboration, and Shared Decision Making</p> <p>Kenneth R. Austin, Faculty, Teaching Preparatory, Stephen F. Austin State University, Nacogdoches, TX, United States</p> <p>This study discusses a dichotomy of issues and the counter narratives of empowerment and dependency; freedom and restrictions; faith and distrust; plus, creativity and learned helplessness in the field of athletics and an interdisciplinary teacher preparation program. Specifically, to what extent can a young student athlete or a pre-service teacher be influenced (or allowed to be influenced) by a coach, professor, or peers? What is the social science of one's need for acceptance and recognition from others in a field designed to not only reveal autonomy, but collaboration and shared decision making? And, to what extent is an individual's identity linked to social relations? This study is based primarily on not only personal experiences as a high school and college level athlete, but from twenty-six years as a secondary educator and professor in higher education.</p> <p><i>2018 Special Focus: Reconsidering Freedom</i></p>

Friday, 6 July

10:35-11:50

Room 5 Living Language

Body and the Soul in the Western Tradition: And Why These Narratives Matter

Rafael Narvaez, Assistant Professor, Sociology, Winona State, Winona, MN, United States

This paper traces important shifts in theories and ideologies about body and soul; and the extent to which these shifts have affected Western intellectual history, focusing particularly on philosophy and the human sciences. I also consider the ways in which these changing theories and ideologies also affected intimate and enduring aspects of everyday life in the West, for better and for worse. In the concluding section, I argue that, historically, social struggles for the control of meanings related to body and soul have been important, precisely because these struggles have not been about mere meanings detached from life, but about aspects of life itself. Understanding the profound effects that these kinds of ideas and beliefs have historically had is critical in an age such as ours, which is witnessing the rise of various forms of religious fundamentalism and the return of religious war. This project is supported by a grant from the National Endowment for the Humanities (# AQ-234985).

Critical Cultural Studies

A Medieval Conception of Language in Human Terms: Al-Farabi

Mostafa Younesie, Independent Scholar, United States

I consider and examine the approach of Al-Farabi as a medieval thinker in introducing a new outlook to “language” in difference with the other views. Thereby I explore his challenges in the frame of “philosophical humanism” as a term given by Arkoun and Kraemer to the humanism of the Islamic philosophers and their circles, mainly in the tenth and eleventh centuries. Al-Farabi’s conception of philosophical humanism in which philosophy is thick and religion thin, creates agony with the other versions of humanism and also orthodox Islam. It means that his work to introduce a humanistic understanding of language should be placed in a multi-level contested environment. According to Al-Farabi, language as a universal category has relation with reason that logic should function as its proper instrument. As a result, there is no specific privileged predetermined by language but the position of any language is shaped by its relation with human reason and formal logic that is something human made. And such a conception means language in human terms.

Critical Cultural Studies

The Last Correspondence: Henry Miller and Ueno Kenichi

Wayne Arnold, Associate Professor, Department of Foreign Studies, The University of Kitakyushu, Fukuoka, Japan

On January 26, 1965, a yet unknown Japanese writer sent his first letter to the famed American author, Henry Miller. This day marked the beginning of what would evolve into the Miller-Ueno correspondence: an undiscovered glimpse into the mind of the aged Miller, reveling in his ideals of the Orient. Over the course of the next 15 years, Ueno Kenichi and Miller would exchange more than a combined 500 letters, in total. Miller was Ueno’s master, while Ueno became Miller’s eye-of-Japan, providing Miller with glimpses of everyday life in a country he longed to visit but ultimately a country that would remain in the eye of his imagination. In this presentation, I reveal a side of Henry Miller that has yet to be explored by his biographers as the Miller-Ueno correspondence has hitherto been unknown. Utilizing nearly 200 previously undiscovered, privately-held letters from Miller, I will demonstrate that Japan—and Miller’s popularity in Japan—preoccupied much of the old author’s interest and affection. I refer to the 15-year exchange of letters as the “last correspondence” since this was Miller’s final in-depth correspondence in which he exchanged some of his most profound ideas on life and philosophy with a male companion. Ueno served as a unofficial representative for Miller in Japan while also seeking wisdom from his master, Henry Miller.

Literary Humanities



Friday, 6 July	
10:35-11:50	
Room 6	Education Matters White Privilege and Race Equality in Higher Education : A UK Perspective Andrew Pilkington, Regent's University London, London, United Kingdom This paper examines a twenty year period to explore the salience of race equality in higher education. While the dominant policy discourse has periodically drawn attention to the need to combat racial disadvantage, the only serious race equality strategy, following publication of the Macpherson report, was short lived and in the last decade race equality has virtually fallen off the policy agenda. And yet over the same period, research evidence accumulates to demonstrate that staff and students continue to experience considerable disadvantage. It is suggested that in the face of such evidence universities are remarkably complacent. Such complacency partly stems from the dominance in the academy and indeed of much of society of a liberal as opposed to radical perspective on equality. Universities typically see themselves as liberal and believe existing policies ensure fairness and in the process ignore adverse outcomes and do not see combating racial inequalities as a priority. This points in my view to the sheer weight of whiteness which will remain intact unless significant pressure is placed on universities to change. The paper concludes by outlining two ideal typical approaches to the promotion of race equality and suggests that the period has witnessed the transition from an approach close to the first ideal type to an approach close to the second approach. Regardless of which approach is preferred, universities are urged to have no truck with a deficit model and to see it as their responsibility to take action to ensure more equitable outcomes. <i>2018 Special Focus: Reconsidering Freedom</i>
11:50-12:00	Transition Break
12:00-13:00	Lunch
13:00-13:10	Transition Break
13:10-13:55	PARALLEL SESSIONS
Room 1	Spanish Language Session

Friday, 6 July

13:10-13:55

PARALLEL SESSIONS

Plenary
Room

Focused Discussions

Impact of Social Media Technologies on Adult Learning

Khalil Alsaadat, King Saud University, Saudi Arabia

Technology and social media have presented significant tools for adult learners to learn and advance continually. Fast technological advancements have enabled development of technologies used for learning. Expansion of various tools have given professors, educators, trainers, and instructors many alternatives towards the implementation of technology supported learning. The use of social media can improve adult learning outcomes and academic accomplishment. Social media is increasingly proven to be beneficial in adult learning and has a huge potential for adult education. This paper sheds some lights on benefits of social media for adult learners, incorporating review of previous work and some barriers that are encountered when using social media for learning purposes. Also some social media models are reviewed to show the growth and effect of social media in adult learning context, and suggestions and recommendations are provided.

Humanities Education

Gaming the Humanities: Intersectionality of the Humanities and Video Games

Fara Nizamani, English Professor, Humanities and Social Sciences, DigiPen, Redmond, WA, United States

Sonia Michaels, Senior Lecturer, Humanities and Social Sciences, DigiPen Institute of Technology, Redmond, WA, United States

Since its beginnings, the field of video game development has been closely confined to the STEM (Science, Technology, Engineering, and Math) arena, often brushing aside any notion that humanities education can be of value. However, the humanities share a powerful and mutually beneficial connection with game development through game narrative, world-building, characterization, musical scoring, and top-quality art. Questions of race, class, and gender, so common in the humanities classroom, are of vital importance to game developers striving to create unique games, helping them explore the nuanced and often controversial perspectives and moral dilemmas that man has grappled with for millennia. Based on our experience teaching humanities courses in a heavily STEM school, this focused discussion will address the inseparable connection that traditional humanities have with modern video game development.

Critical Cultural Studies

Hamlet on Prozac: Critical Contributions of the Humanities to the Education of Healthcare Providers

Maureen Donohue-Smith, Associate Professor, School of Nursing and Health Sciences, La Salle University, Philadelphia, PA, United States

Texts in medical fields routinely tell stories in the form of case studies to illustrate clinical problems. In typical case histories, data are clearly organized and care is taken to assure that readers are alerted to the most relevant clinical issues. However, this lack of texture, the absence of complexity and the distillation of complex interpersonal interactions into brief summary statements can promote an oversimplification of clients' lives. On the other hand, fictional lives are often "messy" and, in most enduring literature, defy reductionist interpretation. Study in the humanities can provide a unifying frame of reference for engaging health care practitioners in exploring: 1) the multiple etiological factors contributing to the conflict; 2) characters' perceptions of the conflict; 3) why characters chose the solutions to conflicts they did; and, 4) the outcomes of the paths chosen. Neuroimaging techniques now allow scientists to map the neural pathways associated with complex brain activity; for example, to "see" the brain experience emotions such love, anger, and fear. However exciting these advances have been in expanding our knowledge of the brain, we must retain and value efforts to understand the mind and the equally complex processes which makes us "human." Holistic medical interventions draw upon the humanities to incorporate art, music, journaling, and bibliotherapy in various treatment modalities and as self-care strategies for practitioners. This discussion focuses on the essential role of the humanities in shaping the values, ethics and attitudes of healthcare providers and, by extension, in improving the quality of healthcare.

Critical Cultural Studies

Designing an Integrated Humanities Program: Innovative Disciplinary Connections for the Humanities at Small Colleges

Kathleen Hanggi, Co-Director, Center for Excellence in Teaching & Learning, Academic Affairs, Doane University, Crete, NE, United States

Bradley Johnson, Professor of English, Doane University, Crete, NE, United States

The long-standing refrain about the crisis in the humanities has intensified over the past few years as colleges discontinue humanities majors and small colleges develop professional programs to attract students. This framing of the humanities' future positions us on the defensive, always trying to work ourselves out of this negative narrative. Despite this perception in higher education and the media, humanities departments are developing innovative strategies for thinking beyond their own disciplinary boundaries. In this session, we will facilitate a conversation that emphasizes various interdisciplinary paths forward for the humanities. For this focused discussion, we will outline some of the recent voices on the necessity of the humanities to other disciplines, and some of the concerns with those approaches. We will also describe our NEH grant-supported project to create an Emphasis in the Integrated Humanities at Doane, where we are designing intentionally linked courses to deepen STEM and social sciences students' preparation for working with diverse human populations. We will then open the discussion to attendees to share innovative strategies for designing the future of the humanities at liberal arts colleges

Humanities Education



Friday, 6 July

13:10-13:55

PARALLEL SESSIONS

Room 2

Posters and Virtual Posters

Distant Empathy: The Suffering of Animals and Provisional Science in Miroslav Holub's Poetry and Prose

Richard Dragan, LaGuardia Community College/CUNY, NY, United States

This paper will consider the work of Miroslav Holub (1923-1998), the Czech poet and immunologist, and his writing in English that addresses the problem of freedom for animals. I will argue Holub invokes a radical empathy for animals across the biological spectrum, including microscopic organisms in poems like "Suffering," where the poet/experimenter imagines the lives of "ugly grunting creatures" under his microscope. In several poems, Holub uses dogs as central figures, such as "A Dog Who Wanted to Return," a prose poem where a dog escapes from his life as a test subject only to discover he has nowhere to go – an allegory of political freedom. Similarly, "A Dog in the Quarry" depicts a dog trapped on an island in the middle of a lake before being rescued. In later work, Holub meditates on politics and mortality through other animals. "Half a Hedgehog" describes a car accident with a hedgehog and in "Shedding Life," he describes the final struggles of a muskrat – at the physiological and cellular level – which has been trapped in an empty swimming pool and then shot by a neighbor. Holub's portrayal of animals in his writings offers a new lens through which to examine this multifaceted, prolific poet, who was included in Penguin's Modern European Poets series in 1969, and then went on to publish for nearly 40 more years. This paper is informed by a full reading of all of Holub's published work in English as a part of a sabbatical project.

Literary Humanities

Manufacturing Criminals: The North American Free Trade Agreement's Connection to the Mexican Drug Cartels

Jose Guzman Dominguez, History, California State University, Sacramento, CA, United States

This study examines how the establishment of the North American Free Trade Agreement (NAFTA) led to the development of drug organizations in México. It utilizes a qualitative method to examine primary and secondary sources. The findings indicate how NAFTA disrupted the nation's economy, which created high levels of unemployment, inequality, and an atmosphere of social competition over industrial jobs; these elements precipitated the growth of drug cartels. This research demonstrates that neoliberal policies in México, such as NAFTA, destabilized México's economy and led to the development of drug cartels.

Civic, Political, and Community Studies

Building Bridges between the Humanities and Sciences : Assessing Students' Writing and Understanding the Placement and Reevaluation of Students' Self-ascribed Roles

Yasmin Rioux, Divine Word College, Epworth, IA, United States

Our current times are marked by anthropogenic climate changes (Anderson, 2014; Brown, 2008), it is our collective responsibility to address our ethical and social obligations in regards to the future of our environment and to do so in a cross-disciplinary manner (Tremmel, 2012; Johnson-Sheehan, 2007; Klahr, 2012). Considering our writing students, it is crucial to gain a better understanding of how writing courses can act as places of change that cultivate in our students a sense of environmental awareness and responsibility towards our environment. Knowing whether an environmental literature and writing course can successfully challenge students to reevaluate and perhaps change their current understanding of themselves within their local and global natural environments is an important endeavor when seeking to create spheres for the cultivation of environmental awareness. Regarding methodology, I will gain a better understanding of my students' sense of environmental responsibility in regards to their larger environmental context, by assessing their course writings and e-book using a modified version of an existing writing rubric (Balgopal and Wallace, 2009) that seeks to address the students' level of "authenticity" in their writing. I will interview my students following the completion of the semester to examine how they feel the course influenced their perception of their roles within their environmental surroundings.

Humanities Education

By Any Other Name: An Exploration of Afro-Amerindian Heritage in the Southeastern United States

Steven Gayle, Atlanta, GA, United States

This poster examines ongoing research regarding the overlap and interaction between African Americans and Native Americans in the Southeastern United States. It specifically highlights evidence of African American and Native American interaction through enslavement, legislation, and documentation. In this work, larger implications concerning the social construction of race and the need for expanded interdisciplinary research is outlined.

Critical Cultural Studies

Who Will Teach in Our Public Schools? : Recruiting and Retaining the Best and Brightest

Jon Andes, Professor of Practice, Education Leadership and Graduate Studies, Salisbury University, Salisbury, MD, United States

Civic society depends upon a well educated citizenry. The 'front-line' to a developing and sustaining a well informed citizenry is public schools. The success of our youth depends upon our ability to recruit and retain high quality teachers to work in public education. The United States and other countries face a critical teacher shortage. This poster shares preliminary findings from a study of why people become teachers and what factors influence their decision to stay or leave the profession.

Civic, Political, and Community Studies



Friday, 6 July

13:10-13:55

PARALLEL SESSIONS

Room 2
Continued

Determinants of Adolescents' Attitudes toward Equal Rights in Five Asian Countries

Soo Eun Chae, Associate Professor, Teacher Education, Gangneung-Wonju National University, Gangneung-si, Gangwon-do, South Korea
This study aims to provide empirical evidence about the variations in multiculturalism in Asian countries that have been suggested by previous studies. We explored the determinants of students' attitudes toward equal rights for all ethnic and racial groups and immigrants in five representative Asian countries (South Korea, Hong Kong, Taiwan, Thailand, and Indonesia) using a subset of the International Civic and Citizenship Education Study (ICCS) data (n=23,437). The result derived from multilevel regression analyses indicated that attitudes toward equal rights varied by nationality for Asian adolescents. Highly Westernized Hong Kong residents, and people in Chinese Taipei, who live in countries that actively seek interactions with Western countries, scored highly on items related to support for equality for ethnic groups in comparison with the other three countries. However, the result was different for support for equality for immigrants. According to multilevel regression, perceived class openness was positively related to attitudes toward equal rights. In contrast, political activities outside schools were little related to students' attitudes toward equal rights.
Civic, Political, and Community Studies

Basketball, Women, and the Reservation: The Transformational Power of High School Girls Basketball in Native America

Richard Miller, Associate Professor, English, Suffolk University, Boston, MA, United States
American sport has played a vital role in helping integrate American society and empowered women and minorities in substantial ways. This virtual poster presentation discusses this transformative power of sport to an invisible segment of the American population: Native American teenage girls living on the reservation. Students, educators and Humanities scholars have much to gain unraveling the complex lives of these female high school basketball players against the backdrop of family, community, and tribe. This study discusses four different tribal cultures and theorizes how the roles these female athletes play may be empowering and perilous. Drawing from texts and films, the presentation will compare and contrast the impacts and legacies of four teams from different times and places: the Ft. Shaw Indian Boarding School (MT) Girls Team of 1904, the Hardin High School (MT) Lady Bulldogs and Shiprock High School (NM) Lady Chieftains of the mid-1990s, and the Franklin High School (OR) Quakers in 2009. Studying the lived conditions and participation of these particular groups of teenage girls in sport will bring to light the complex web of subcultures within indigenous America societies that promote and deny opportunities for female empowerment and leadership.
Literary Humanities

Artificial Intelligence and Extending the Reach of Contemporary Asian Canadian Arts

Kay Li, York University, Toronto, Canada
The aim of this study is to explore how artificial intelligence can help to promote Asian Canadian Arts, especially through the IBM Watson Platform. Despite the huge resources contributed to Contemporary Asian Canadian Arts, artists and their works still need promotion, especially to people beyond the connoisseur of ethnic art. Seldom are these artworks on display in major, "mainstream" art galleries, and artists face problems when struggling to gain recognition. The Government of Canada has policies in place addressing multiculturalism and diversity, but how are these translated into action. Different kinds of artists with different backgrounds may need different strategies. Such backgrounds include country of origin, ethnicity, gender, age and languages. This paper explores whether the rise of digital infrastructure, especially artificial intelligence, helps Asian Canadian artists gain recognition, reach their potential spectators, and, subsequently, to help them to interpret the artworks. Asian Canadian arts here is taken in the broad sense, covering literature, visual art, film and video, music and the performing arts, and photography. In particular, I explore how the functionalities on IBM Watson can contribute to Asian Canadian arts. Instead of featuring the artists in an ad hoc manner on websites, can the powerful artificial intelligence functionalities offer solutions that can work across digital platforms - and on mobile devices? How can these inform marketing strategies, and may eventually contribute to the formulation of digital strategies and policies?
Critical Cultural Studies

How Self-Compassion Frees Individuals : More Body Appreciation and Less Appearance Anxiety

Priscilla Gitimu, Merchandising Program, Human Ecology, Youngstown State University, Youngstown, OH, United States
The premise of the study is that increased self-compassion frees one to have more body appreciation and less appearance anxiety. Self-compassion is the ability to be kind to oneself in the midst of difficulties (Neff, 2003). The purpose of the study is to explore whether self-compassion influences one's body appreciation and appearance anxiety. This study uses three scales, Self-Compassion Scale, Body Appreciation Scale, and Social Appearance Anxiety scale. Participants in the study were 125 students from one Midwestern university; 45.3% men and 53.1% women. Results indicated that the overall self-compassion mean was 37.82 out of a possible 60 points. Participants who scored higher than the mean were categorized as the 'high self-compassion group', while participants who scored lower than the mean were categorized as the 'low self-compassion group'. ANOVA (Analysis of Variance) was conducted to compare the Body appreciation means between the high and low self-compassion groups. Results indicate that the high self-compassion group N=71 had significantly higher body appreciation means (mean =41.30) than the low self-compassion group N= 54, mean 34.41. In addition, ANOVA was conducted to compare the social appearance anxiety means between the high and low self-compassion groups. Results indicate that the high self-compassion group N=71 had significantly lower social appearance anxiety means (26.92) than the low self-compassion group N=54, mean 41.44. Self-compassion appears to be associated with body appreciation and appearance anxiety. Boosting self-compassion can free individuals to appreciate their body more - and decrease appearance anxiety.
2018 Special Focus: Reconsidering Freedom

Gloria through Her Eyes: Lotta's Influence on Carioca Landscape

Helena Vilela, PhD, Urban Studies, PUC Campinas, Sao Paulo, Brazil
Jane Victal
Maria Carlota C. Macedo Soares (Paris, 1910 - NY, 1967), also known as Lotta, studied painting with Portinari, and was one of the founders of União Democrática Nacional – UDN, a progressive political party. As an intellectual and a world citizen, born into a rich family in Rio de Janeiro, she was always surrounded by personalities like Calder, Lina Bo, and Pietro Maria Bardi. Lotta also was intimately involved in the creation process of the Modern Art Museum of Rio de Janeiro. In the 1960s, her venture in politics was enough to prevent the execution of a progressive urban project designed for Aterro do Flamengo. Under her supervision, she led a team of professionals to design and construct Parque do Flamengo, the largest public space and recreation area in Rio de Janeiro. After reviewing her biography and the project of Aterro do Flamengo, this work investigates the importance of the feminine perspective to the maintenance of Carioca landscape, its permanence, and resistance.
Critical Cultural Studies



Friday, 6 July

13:10-13:55

PARALLEL SESSIONS

Room 3

Virtual Lightning Talks

Retrieving Truth: Drama in the Age of Reality Entertainment

Carla Rocavert, Lecturer Professional English, Critical Thinking, School of Journalism and Communication, ISCPA Lyon, Rancé, Rhone Alpes, France
This study examines the issue of 'post-truth' through two entertainment paradigms: citizen performance in social media and reality television (together discussed as reality entertainment), and artistic performance in traditionally scripted drama. The aim is to compare understandings of truth in both types of performance, linking the possibility of truth in drama to the ethical dimension of what is represented, and the level of critical freedom stemming from the dialogue created by the performance. While it is never possible to assert that any particular genre, era, artist or individual work will bring us closer to truth, it is worth investigating - in the context of our current 'truth' crises - examples of the way drama, in fictionalising human experience, has succeeded in using mimesis to promote various kinds of understanding. Such 'productive searches for truth' will be juxtaposed against the technological apparatus of modern dramatic forms in news, television and online content, to establish how the loss of faith in truth is tied up in new trends of representation. As Harold Pinter noted, drama gives us a perspective on politics through the objective, human experience of its characters. It is for this reason that the current Western crisis of truth, involving our particular set of modern, technological, and media-related problems, requires artistic narration.

Critical Cultural Studies

Horizon of Ethnic Expectation: An Anthropological Study of Ethnic Identity in Gilan Province, Northern Iran

Somayeh Karimi

Alireza Hassanzadeh, Goethe University, Frankfurt, Hessen, Germany

One of the factors that shape individual and collective identity is experience. Members of an ethnic group during their daily life are involved in different forms of ethnic experience. These experiences are mainly defined and redefined according to the dominant norms and values of the society, ethnic intellectuals, and the media. In Iran, the ideological confrontation and clash between the ethnic culture of the first and second Pahlavi dynasties (1926-1979) culminated in rising sensitivity about folk/ethnic art. On the other hand, after the revolution, the war with Iraq imposed by Saddam Hussein together with a monological discourse of ideology led to the backwardness of ethnic art originating in rural areas compared to the modernity of urban art in Gilan province. In this part of Iran, a contradiction exists between ethnic elites and commoners in their perceptions of ethnic identity. While ethnic intellectuals overemphasize a textual form of ethnic identity and invented ethnic traditions and rituals, the common people disregard these forms in favor of lived experience. This paper opens a new field of discussion under the lens of the idea of horizon of ethnic expectation.

Civic, Political, and Community Studies

Satirizing Net Neutrality

Angela Hart, American University, Washington, D.C., United States

Satirical programs can invoke framing elements to portray stories in a certain manner. With the ongoing debate surrounding net neutrality, these shows have the potential to educate and influence audiences. My main research questions include: How did "The Daily Show," "The Colbert Report," and "Last Week Tonight" frame their pieces on net neutrality? Did they offer a perspective on both sides of the issue? Were they more favorable to a certain side? If so, how? In what manner did they try to get their point about net neutrality across? To conduct my study, I selected four segments from satirical news programs; one from "The Daily Show" which was a conversation between host Jon Stewart and correspondent John Hodgman, two from "The Colbert Report," one of which is a standard piece with Colbert as host and the second of him interviewing scholar Tim Wu, as well as a segment from "Last Week Tonight" with John Oliver acting as anchor. I conducted a close-read of the selected segments, noting dialogue, news box images, incorporated news footage, and the positions addressed in regards to net neutrality utilizing a framing perspective on the information relayed in the programs.

Civic, Political, and Community Studies

"We're Not Getting the Whole Story" : Community Discussions Concerning the Need for Transparency in Australian News Media Representations of People Seeking Asylum

Ashleigh Haw, PhD Candidate, School of Social Sciences, The University of Western Australia, Perth, Australia

In Australia, the issue of people seeking asylum has received widespread media attention, resulting in considerable debate and division among the community. For people who support refugee resettlement in Australia, discourses of humanity and compassion are commonly voiced (Peterie, 2017; Fozdar and Pedersen, 2013). Conversely, those who oppose asylum seekers coming to Australia have routinely constructed them as illegal immigrants (Every and Augoustinos, 2008; Pedersen, et al, 2006; Klocker 2004; Pickering, 2001), queue-jumpers (Markus and Dharmalingam, 2014; Augoustinos and Every, 2007; Pedersen, et al, 2005), and economic migrants (Saxton, 2003; Pickering, 2001). Some empirical evidence suggests that similar negative discourses are pervasive in Australian news content about asylum seekers, often mirroring political discourses that serve to justify punitive policies for managing asylum seekers (e.g. McKay, et al, 2011; Saxton, 2003). While some Australian research has explored media representations of people seeking asylum, no prior studies have focused on community perspectives regarding these news discourses. In this study, Critical Discourse Analysis (Fairclough, 1995) was combined with Audience Reception Theory (Hall, 1993) to examine the perspectives of a sample Western Australians concerning news representations of people seeking asylum. The key discourses observed were concerned with reliability and transparency in Australian news constructions of asylum seekers. Participants often voiced these perspectives in the form of recommendations for how news content can more adequately inform the Australian public about people seeking asylum. This paper discusses these recommendations with emphasis on the wider implications from both a research and policy perspective.

Civic, Political, and Community Studies



Friday, 6 July

13:10-13:55

PARALLEL SESSIONS

**Room 3
Continued**

Lived Experiences of Women Over Fifty Who Have Experienced Involuntary Job Loss

Roxine Denise Phillips, Adjunct, Business and Technology, Colorado Christian University, Lakewood, CO, United States

The purpose of this study was to describe the lived experiences of women over fifty who had experienced involuntary job loss, the barriers faced to reemployment, and the ways women overcame the barriers, and to compare these experiences to the experiences of men. The research questions for this study examined the participants' perceptions of these three constructs. A qualitative phenomenological design was employed to gather data from a convenience sample of ten women in a northeastern metropolitan city. The theoretical frameworks of Bandura and Leana and Feldman guided this study. Data from transcripts were manually coded and aligned with the appropriate research question. A transcendental approach led to identified themes and meanings of data gathered from audio-taped interviews. The findings indicated that women and men view and cope with job loss differently. The findings can be used to inform organizational leaders of the need for greater emphasis on programs offering solutions to older female workers seeking reemployment. The study promotes potential positive social change by informing organizational leaders of the experiences of women over fifty who had experienced involuntary job loss. These leaders can apply these findings when improving hiring practices and policies that directly affect older workers.

Civic, Political, and Community Studies

Ben Okri's "Laughter beneath the Bridge": Born (Un)free

Rosemary Alice Gray, Pretoria, Gauteng, South Africa

As this prize winning short story from Ben Okri's "Incidents at the Shrine" (1993) is a child's eye view of the Nigerian Civil War, I shall begin by briefly contextualizing Biafra's quest for freedom in the late 1960s. I shall reveal the ideological constructedness of both abstract and concrete aspects of wartime existence in Nigeria and the dynamic between them in relation to the trajectory of "Laughter beneath the Bridge." The argument will show how the writer's graphic symbolism mediates perceptions of time and place informed by the ideology of power and violence while, at the same time, also having singular signifying possibilities and so limitations. My approach to the theme of freedom will thus be Rousseauesque. Using Julia Kristeva's notion of the abject, I probe the fine line between "laughing with" and "laughing at," between pleasure and pain. Focusing on the pleasure/pain paradox illuminates how satire works in this story; the physical pain and suffering of the characters suggests how readers are implicated in and redeemed from represented systemic violence.

Civic, Political, and Community Studies

Freedom or Prison? : Árboles Petrificados by Amparo Dávila

Jose Miguel Sardinas Fernandez, Full Time Professor, Facultad de Ciencias Sociales y Humanidades, Universidad Autonoma de San Luis Potosi, San Luis Potosi, Mexico

Since the publication of *Tiempo destrozado* (1959), the Mexican woman writer Amparo Davila (Zacatecas, 1928) has put into practice an aesthetics of indeterminacy which has shaped narrative settings, times, characters and even the feelings involved in her disturbing short stories. This aesthetics can also be found in *Música concreta* (1964), her second book, and deepened in *Árboles petrificados* (1978), her last short story cycle. In this study, I explore how several characters are trapped in love relationships, which, at the beginning, were expressions of individual liberty. I focus on three stories where women have the leading role: "La rueda", "Griselda", and "Árboles petrificados." Amparo Davila is one of the most outstanding writers of the so-called Generation of the 50s of Mexican literature and even though she has denied any association with feminism, she has created several female characters which have revealed real conflicts of Mexican women.

Literary Humanities

Austrian School of Economics: Methodological and Epistemological Presuppositions

Ionela Baltatescu, PhD Student, Social and Law Sciences, Rey Juan Carlos University, Mostoles, Spain

There are important differences between how mainstream economists analyse economic phenomena and formulate economic laws and theories and Austrian economists' approaches. These differences are rooted in different methodological and epistemological premises and presuppositions. The paper contains a concise overview of the main methodological and epistemological theses and presuppositions of the Austrian School of Economics. A series of key methodological and epistemological issues are briefly tackled: the nature of economic laws, the nature and limits of economic knowledge, and the role of models and imaginary constructions in economic science.

Civic, Political, and Community Studies



Friday, 6 July	
13:10-13:55	PARALLEL SESSIONS
Room 4	<p>Workshop</p> <p>Teaching Strategies of Labor Law: Harmonized Theory and Practice in Uzbek Classroom Dilfuza Abdullaeva, Teacher, Labour Law Department, Tashkent State University of Law, Tashkent, Uzbekistan Rasulbek Khalbaev</p> <p>To foster understanding of the professionalism of specialists in jurisprudence, the government of Uzbekistan has launched the innovative trend for teaching legal courses in higher education. Tashkent State University of Law (TSUL) is entrusted to be the leading tertiary establishment for this journey. With more than fifteen years of working experience in the Human Resources department of TSUL, the author has been implementing her work in the classroom. She has developed a labor law syllabus and resources as video lessons, quizzes, and transcripts for dynamic educational content. The workshop objective is to demonstrate teaching strategies of essential applications and enforcement aspects of labor law. In the session, the facilitator uses cases and news analysis through which the trainees are asked to connect legal implications, provisions, and the news for discussions. She also utilizes storytelling as a strategy to make conference participants understand the flow of provisions with specific sections. In the follow-up, a five-minute video with a practicum element whereby Uzbek students carry out experience as workers in a variety of employment areas for short periods of time and then analyse the legal basis/protection of their colleagues in the workplace is shared.</p> <p><i>Humanities Education</i></p>
13:55-14:05	Transition Break
14:05-15:20	PARALLEL SESSIONS
Room 1	Spanish Language Session

Room 2 Spatial Considerations

Socio-spatiality and the Urban Dynamic: A Critical Examination of Geographical Justice

Colleen Kenney, Graduate Teaching Assistant, English Department, University of Arizona, Tucson, AZ, United States

With society currently in the midst of contemporary capitalism, there has become an increasingly evident socio-spatial problematic. The geography of class, gender, and race in urban settings has capitulated itself to rigid boundaries, indicating that spaces of injustice are to be separate from those of justice. It is important to note, that while the intersection of space, society, and justice may seem new to the modern inquirer, in actuality, the dialectic of socio-spatiality has always been a part of the canon of theory. Henri Lefebvre, a preeminent French Marxist philosopher and sociologist is known for his critique of the "everyday life." Within his book, "The Production of Space," Lefebvre argues that, "The world of commodities would have no 'reality' without such [spatial] moorings or points of insertion, or without their existing as an ensemble." Which is to say, that the significance of the material world would be obliterated without the establishment and subsequent understanding of space. This paper will review Henri Lefebvre's theory of space in relation to urbanity. Moreover, this paper will question the significance of space in creating boundaries of class, gender, and race within an urban setting. Building upon the ideas of Friedrich Nietzsche and Georg Wilhelm Friedrich Hegel, this paper will explore the false consciousness of space in the urban dynamic, with the goal of understanding how space produces, imposes, and reinforces a socio-spatial problematic.

Civic, Political, and Community Studies

Change of Landscape: Urbanization in Early Modern English Dramas

I-Chun Wang, Professor, Center for Languages and Culture, Kaohsiung Medical University, Kaohsiung, Taiwan

To Keith Thomas, human civilization was synonymous with the conquest of nature (25). Thomas's statement is true since the construction of the cities and towns in human civilizations mostly suggests economic growth and the decrease of nature's territory. Although the culmination of the cultural significance of pastoral poems is seen in England's "Helicon," an anthology compiled by John Flasket, yet seventeenth-century England witnessed urbanization which eventually resulted in the draining of the fens, materialization of gardens, and the change of landscapes. These early modern experiences of urbanization connote an epoch of merchandization and privatization of the land and the modification of class and identity among the common people. Seventeen-century dramas represent a serious concern about the change of the landscape and subsequent concern of ethics. Quite a few of them provide not merely social criticism on the rapid changes of the community, but also identity formation that involves urbanization and the monetary and bodily desire. This paper is a study on the change of landscapes as represented in three early modern plays. The first part of the discussion refers to the concern with land as related to the peasants in the pastoral and landscape writing before the Renaissance period while the second and the third parts cover the discussion on two plays, "Sparagus Garden and the Covent Garden Weeded," by Richard Brome and "A New Way to Pay Old Debts" by Philip Massinger.

Critical Cultural Studies

Multi-discipline, Site-specific Installation: Dead Trees

Larry Mitnick, Co-Director, Core Studies, University of the Arts, Philadelphia, PA, United States

This collaborative installation titled "Dead Trees" will present a poem by Ken Fifer within an outdoor site-specific installation by architect/artist Larry Mitnick. Our attempt is to move poetry off the page and into a corresponding three-dimensional physical experience, to give the poem spatial presence. Words meet and intersect the environment, the installation creating "rooms" for thought. The installation will provide an entry to an existing promenade/arts walk at the Abington Art Center in Abington, Pennsylvania, which already contains several architectural and landscape elements. "Dead Trees" will provide an entrance to this established sequence of objects, landscapes, and spaces encouraging their exploration by visitors. The pedestrian Arts Walk moves along this sequence, passing sculptures followed by a passage between two berms and through a stone arch ending in a stone tower. The sequence, however, lacks a defined entrance. By combining ars and techne we attempt, as in your conference focus, "an artfulness that can only be human, in the fullness of our species being."

Critical Cultural Studies

Blending Learning and Language**“Sometimes I Don’t Know What to Say...”: Blended Learning in the International Student Experience in Tertiary Pre-service Teacher Education**

Louise Jenkins, Senior Lecturer, Monash University, Melbourne, Victoria, Australia

Renee Crawford, Faculty of Education, Monash University, Melbourne, Victoria, Australia

Socially inclusive practices in teacher education have become a necessity with the increasing enrollment of international students in Australian universities. Whilst this provides for exciting new teaching and learning opportunities it adds a layer of complexity because of the expectation for innovative, flexible, and accessible content delivery. Driven by these priorities, this case study investigates the impact of blended learning to enhance the international student experience in tertiary education classes. A semi-structured focus group interview was used in this case study as the primary data and was triangulated by classroom observations and researcher journals. Initial results have indicated that blended learning enhanced the international pre-service teacher’s skills, knowledge, and overall classroom experience. Primary themes suggest that the balance of face-to-face and online learning platforms created flexible opportunities for the pre-service teachers to synthesise and consolidate information learned in class. This included increased peer collaboration, building a sense of community and developing an appreciation for the sharing of resources.

Humanities Education

Education, Culture, Biology, and Attitudes towards Foreign Accents

Gail August, Associate Professor, Language and Cognition, Hostos, CUNY, New York, NY, United States

Conventional attitudes and lack of information about foreign accents affect the culture of education, the workplace, and the greater community. American colleges include large numbers of international and immigrant students who speak English with a foreign accent. These students often wrestle with negative attitudes toward their non-native pronunciation, believing that it reflects upon their academic ability and their commitment to learning English. Speaking English with an accent may inhibit students from participating in classroom discussions and may also influence them to underestimate their own potential. These cultural attitudes to accented speech are also seen in many areas outside the classroom. Research from linguistics and biology can provide a more realistic perspective on non-native speech. Current research shows that foreign accents result from the process by which a baby hears and organizes language input from the environment, using a pattern matching process to form sound categories. Initial language acquisition prepares the brain for the sounds of the native language, and these sounds will influence the pronunciation of new languages, particularly when learned in adulthood. A better understanding of these language acquisition processes may influence cultural attitudes toward foreign accents. The argument is not whether there are fixed biological limitations which make native-like speech impossible. It is instead that there are biological processes that make accented speech more likely. It would be more realistic and constructive if social, psychological, pedagogical and professional workplace attitudes drew upon this information.

Communications and Linguistic Studies

Environmental Literacy in Language Teaching Education: Preparing Eco-critical Educators

Andrea Campana, Universidad de Santiago de Chile, Santiago, Chile

Miguel Farias, Universidad de Santiago de Chile, Santiago, Chile

Perhaps for ideological reasons, the spiritual dimension of human existence is left aside in second language formal learning processes. One of the closest attempts to include it is the teaching of literature where, through the aesthetic appreciation and the symbolic interrogation of texts, learners and teachers can engage in the discussion and reflection of such issues as transcendental spiritual quests, identity, and eco-ethical consciousness. Another recent attempt is an education policy by the Chilean Ministry of Education, the main motivation for this project, which calls for the inclusion of environmental issues in the school curriculum in order to raise environmental awareness and protect the environment and its natural resources from an ethical perspective. The project we here report on incorporates issues of environmental awareness as part of the literacy practices second language learners engage in. In this context, we inform here on the design phase of a project aimed at incorporating environmental literacy through the use of literary texts in second language teacher education at a public university in Chile.

Literary Humanities

Qualitative Inquiry**Transcending Disciplinary Thinking through Short Stories**

Christiaan Prinsloo, Full Teaching Professor, Faculty of Liberal Education, Seoul National University, Seoul, South Korea

Disciplines could broadly be categorized as hard pure/applied and soft pure/applied; however, short stories seem to enable students to transcend conventional disciplinary boundaries. This study determines how four disciplinary groups of students responded to short stories when no apparent pedagogic purpose was explicitly assigned to the stories as supplementary reading. Data were collected through a qualitative survey, and a content analysis method determined and quantified data patterns among a total population sample of natural science, engineering, art, and music students (N = 55). A heterogeneous pattern across disciplines was associated with general critical thinking because no explicit connection to disciplinary literacy could be established. The entire sample demonstrated homogenous thinking patterns when positive critical evaluations were made. Crossdisciplinary homogenous coupling occurred when students conducted negative critical evaluations. The thinking patterns call into question the typology of hard or soft disciplinary families, as unexpected crossdisciplinary associations were identified. The results propose a theoretical shift regarding disciplinary boundaries and a different approach to literacy and critical thinking in higher education.

Critical Cultural Studies

Philosophical Hermeneutic Principles That Enhance Qualitative Meta-synthesis Research

Catharina A Prinsloo, University of Pretoria, South Africa

In the humanities, qualitative meta-synthesis studies are increasingly used to combine the findings of primary qualitative research. Noblit and Hare (1988) initially developed meta-ethnography as an interpretative synthesis approach. Subsequent qualitative synthesis approaches hold varying assumptions about the intent of syntheses (aggregative or interpretative) and their necessary methods. Contemporary approaches increasingly emphasize sophisticated methods to the detriment of the interpretive function. Although clear research steps could enhance rigor, overemphasis of such steps may inadvertently obscure the roles of researchers as interpretative agents. A close reading of Gadamer's philosophical hermeneutics revealed a position that researchers could assume to enhance the quality of qualitative meta-synthesis. As a philosophy of understanding, philosophical hermeneutics offers no method; however, it shares with meta-synthesis research the aspiration of new and deeper understanding. Philosophical hermeneutics considers understanding as interpretative, a dialogue between researcher and text. This dialogue plays with questions and answers in the metaphorical hermeneutic circle. It urges researchers to pay heed to their existing understandings and traditions that are conditions of and potential hindrances in interpretative understanding. This study proposes a combination of philosophical hermeneutic principles of understanding and rigorous methods that do not silence researchers as interpretative agents, to improve qualitative meta-synthesis studies.

Critical Cultural Studies

Privacy Fundamentalism 2.0

Alistair Duff, Professor, Information Policy, Edinburgh Napier University, Edinburgh, United Kingdom

Personal privacy is by most accounts under unprecedented threat; indeed, it has already suffered serious setbacks. The social context, of course, is the so-called "information age," the rapid, technology-driven transition to a post-industrial world of instant, ubiquitous data. As computerisation and "informatisation" proceed relentlessly, and time-honoured boundaries between the private and the public collapse, personal information becomes increasingly vulnerable, its sanctity disputed. Thus privacy is stationed as a prime site of the normative crisis of the information society. In reaction, alongside sporadic, inadequate political and technical solutions, there has emerged a growing body of profound conceptual work devoted to the defence of privacy. Anchored in a range of disciplines, including philosophy, law, sociology, and communications, and often helpfully crossing disciplinary lines, this corpus is already doing much both to clarify the issues at hand and to point to potential answers. For example, in sociology the work of David Lyon has considerable explanatory power for the analysis of the social impact of information technology. In philosophy and law, Helen Nissenbaum has not only explicated the nature of post-industrial privacy, but endorsed, in a way Kant might not have approved, obfuscation as an ethical response to dubious demands for personal data. Privacy fundamentalism 2.0 is the name for a new theory of privacy that builds upon the work of such contemporary pioneers. It also seeks to ground the human right to privacy more deeply, by reappropriating the neglected philosophical tradition of British idealism associated with thinkers such as T.H. Green, Bernard Bosanquet, and Edward Caird. And it will do so in full light of the world-historical socio-technical transformation of web 2.0 and the unfolding global network society.

2018 Special Focus: Reconsidering Freedom

14:05-15:20

PARALLEL SESSIONS**Room 5****Problematic Perspectives****Sobriety and the Spectacle**

John Marsh, Associate Professor, English, The Pennsylvania State University, University Park, PA, United States

For several decades now, critics have worried about the expanding role that entertainment plays in American life and thought. To a certain extent, critics have always worried about such matters. (Recall Plato's "Allegory of the Cave.") Yet with the arrival of smart phones, and with the availability of on-demand digital streaming, which together allow us to access our entertainment whenever and wherever we like, these concerns have grown even more acute. Not for nothing have we adopted the language of addiction and excess ("binge-watching") to describe our consumption of entertainment. By this view, entertainment, as its etymology of "to hold" suggests, represents a threat to human freedom, one that the humanities would do well to resist. In this paper, by contrast, I try to save the notion of entertainment from contemporary attacks against it and widespread anxiety about it. My argument for entertainment, or against those against entertainment, proceeds principally through a dissenting reading of David Foster Wallace's "Infinite Jest," a reading that pushes back against critics who wish to turn the novel into a straightforward warning against entertainment. The paper concludes, reluctantly, that the problem is not entertainment per se but the predominant form, the screen, through which most entertainment now flows.

*Literary Humanities, 2018 Special Focus: Reconsidering Freedom***Straw Man Pharmakos in Northrop Frye: Forensics of Plagiarism**

Rickard Goranowski, Certified Protection Officer, Ingersoll Rand, Davidson World Headquarters, G4S Secure Solutions, Mooresville, NC, United States

We discern modern paradigms of academic fraud as a double-standard varying as plagiarism in undergraduate papers and graduate pre-publications are academically expelled, yet collegiality shields professorial utterance despite the degree of profundity in the fraud. We proffer Northrop Frye's elide of Peacock's essay or name from the index of Frye's canonical "Anatomy of Criticism" despite touting T.L. Peacock's cyclic recurrences referenced by "The Four Ages of Poetry" as exemplary. We cite Christopher Ricks' "legitimate borrowing" purport in Paull, yet propound Frye's scholarly omission of Peacock's historic response to Sydney's "Defence of Poesy" then Shelley's corresponding "Defence of Poetry, as a neo-Platonic academic expulsion of Romantic radicalism. As in Sidney: "For conclusion I say the philosopher teacheth, but he teacheth obscurely, so as the learned only can understand him; that is to say, he teacheth them that are already taught."

*Literary Humanities***Interrogating Ideological Homophily in Higher Education: The Exclusion, Silencing, and Othering of Religiously and/or Politically Conservative Students in the Humanities**

Merzamia Clark, Lecturer, English Language Institute, Mississippi State University, Seattle, WA, United States

This research explores the ongoing attack upon universities caused by an "intellectual intolerance" and a "political one-sidedness" (Etchemendy) within its own walls that, if left unaddressed, will inflict great damage to scholars, research, and institutions of higher learning. The project focuses on the experiences of students who identify as conservatives (religiously and/or politically) in order to interrogate the theory and practice of diversity in academia and, particularly, in the humanities. Based on the assumption that the university operates on predominantly secular (Crowley, Neitz) and liberal (Abrams, Etchemendy, Haidt, Yancey) modes, this research argues that students with identities and identifications outside of these modes have "minority" status. This research broadens current conceptions of "diversity" to include not merely visible markers of identity like race, sex, and ability (Moya), but also less visible markers such as religious belief, political ideology, and experiential knowledge. Furthermore, it problematizes "minority" identities within academia to include students whose ideologies, experiences, and perspectives are marginalized, even subjugated (Yancey). This research introduces data from student writings as evidence that ideological homophily leads to many missed opportunities for expanding free debate and advancing scholarship. It offers recommendations to help educators implement and cultivate holistic diversity in their pedagogical practices.

Humanities Education

Friday, 6 July	
14:05-15:20	PARALLEL SESSIONS
Room 6	Literary Reflections Embedded Stories and Post-modernist Devices in Margaret Atwood's "The Blind Assassin" Marie-Anne Visoi, Associate Professor, Department of French, University of Toronto, Toronto, Ontario, Canada Drawing on Iser's theory of reading, I argue that Atwood's novel constantly engages the reader in a "self-correction" process. Embedded stories, fragmentation, and other post-modernist devices make it increasingly difficult to identify "adultery" as a transgressive act in the novel or to build a frame of reference as far as cultural traditions and social norms are concerned. A close examination of significant passages will show that by bringing together various narrative levels, the reader is able to re-establish the missing elements and understand how references to prevailing norms of early twentieth-century Canadian society and value judgements expressed in the text of the novel influence the image-building process. The examples provided will reveal that contextual meaning in "The Blind Assassin" relies, to a large extent, on the established authority of the narrator. <i>Literary Humanities</i> A Study of Narrative Translation in English Versions of Border Town Qingqing He Zhou Xueting, Changsha University of Science and Technology, China Border Town is the most pure novel in the history of Huxiang literature. Thanks to its rich local color, it has a unvarying artistic fascination and high social value. The study of its English translation is of great significance to the external transmission of Huxiang culture. Therefore, based on Mona Baker's narrative translation theory, this paper contrasts the narrative activities in the translation of Gladys Yang and Jeffrey C. Kinkley, and thus explores the underlying cause of how Jeffrey C. Kinkley's translation made a successful narrative interaction with the target context. It is hoped that it will help deepen and promote the development of the English translation of Border Town and provide reference for the Huxiang culture and the Chinese culture to go out. <i>Communications and Linguistic Studies</i> "There Are No Sharks in the Sky": Interpreting Caribbean Identity in "Cualquier miércoles soy tuya" by Mayra Santos Febres Nicole Roberts, Senior Lecturer, Modern Languages and Linguistics, The University of the West Indies, St. Augustine, Trinidad and Tobago Caribbean Cultural Studies is today an area which seeks to legitimise the narration of experiences by those who have lived such. My interest in this paper lies specifically with the representation of identity in Puerto Rico and by extension the Hispanic Caribbean and on the ways in which contemporary Hispanic Caribbean narrative is a site in which constructions of alterity highlight the re-imaginings of identity. Undoubtedly, how the Caribbean frames itself is of paramount importance in terms of self-scrutiny, so that we not only affirm our Caribbeanness but also understand the textured reality of Caribbean life. In this paper, I make a close critical reading of the novel "Cualquier miércoles soy tuya" by the Afro-Hispanic, Puerto Rican writer Mayra Santos Febres. Set in contemporary Puerto Rico, the novel is a fiction noir which recounts the transient life of the urban underclass in San Juan and in which two murders take place. My analysis deconstructs the positionings of Blacks in popular Caribbean culture to suggest ways in which these can be viewed as sites of resistance. Throughout the novel, Santos Febres chronicles the experiences of the Caribbean people but perhaps most importantly she also presents Caribbean identity as defiant despite the challenges confronted. <i>Literary Humanities</i>
15:20-15:40	Coffee Break
15:40-17:20	PARALLEL SESSIONS
Room 1	Spanish Language Session

Room 2 Engaging Young Humanists

Evolution of Multicultural Barbies: A Study in Racial Attitudes

Jennifer Tang, Acquisitions & Outreach Librarian, Library, Hostos Community College, New York, NY, United States

The Barbie doll has long been vilified by feminists for its detrimental impact on female body image. In an age when toys are no longer branded by gender and technology has transformed the way children play and learn, it would appear that Barbie has little relevance. In an effort to halt this decline, Mattel has, in recent years, increasingly courted black, Hispanic, and Asian doll buyers. Currently there are more multicultural representations of Barbie than ever before. My paper will examine these efforts in the context of Mattel's well-documented history of reluctance in integrating the Barbie line and its notable missteps (for example, its failed attempt in 1967 to introduce the first Black doll, an experiment that was roundly condemned by African American parents). I will also discuss how educators can use the history of multicultural Barbies (from the 1960s to the present) to teach students about colonialism, Western standards of beauty, and the reality of low-wage labor in developing countries. Lastly, I will argue that using popular icons such as Barbie are an imaginative way for educators to cover multidisciplinary ideas in a highly accessible but substantive way.

Critical Cultural Studies

Pataphysics Postal Service: Science and Technology in Childhood, with a Gender Focus

Diana Sánchez Barrios, University of Andes, Colombia

Pataphysics Postal Service (PPS) is a postal mail service that, through letters co-created with women scientists, seeks to motivate and inspire girls between six and eleven to explore their surroundings through science and technology with the help of activities they can do in their spare time parallel to their formal education. Girls have as much curiosity as boys in knowing how the world works, solving problems, and learning; however, there are barriers such as gender stereotypes, reinforced in school as well as at home, that legitimate socially constructed misconceptions about the abilities that children are supposed to have according to their gender. The limited presence of feminine role models in science and technology, the established ideas about which behaviors and roles girls must fit in at certain ages pull them away from exploration practices needed to maintain the interest in science and technology. PPS invites girls to discover the world, for that purpose uses the wonder, the curiosity, and the imagination, and integrates the feminist perspective of care introduced by María Puig de la Bellacasa about the techno-science thinking. Such perspective seeks to favor aspects such as care, and affection, generally associated with femininity when focusing on science and technology topics. Based on this concept, this project inspires girls to get interested in science and technology, but also to teach girls and boys that science and technology must be conceived and used for the welfare and the common wealth. This project builds upon Pataphysics, defined by the writer Alfred Jarry as "the science of imaginary solutions" (4), with the purpose to expand the creative possibilities of the project when the girls learn and cultivate a scientific spirit that also nourish their imagination, constructing their point of view about the environment they explore.

Communications and Linguistic Studies

Reconsidering Stories, Righting Freedoms : A Conversation between Human Rights and Literature

Chemutai Glasheen

James Dawes argues that at the core of human rights work is storytelling because storytelling is essential to how we come to be who we are. Stories make us aware of the dignity of others by giving us access to their shoes which is essential for the realisation of justice. The literature in the field interrogates the foundational concepts on human rights and literary discourses and how they relate to one another. In seeking to answer the question on how fiction is instrumental in raising awareness about human rights among young adults, I analyse short stories such as Shalini Goodimal's "Root Gold" and Grace Musila's "She" for the ways in which they represent rights and the rights bearer. I also create a series of human rights themed short stories as part of my creative response to the question. Excerpts from my stories will also be presented.

Literary Humanities

Teaching the Experience and Ethics of Modern Warfare: War Horses during the Great War and Discussions of Duty, Loyalty, and Patriotism

Carolyn Vacca, Chair / Associate Professor, History, St. John Fisher College, Rochester, NY, United States

Frederick Dotolo, St. John Fisher College, Rochester, NY, United States

This paper discusses how focusing on historiography and literary analysis through the metaphor of the war horse draws upon students' own attachment to companion animals to engage them in discussions of the "Great War" as demonstrating a shift in agricultural economies away from animal to mechanized labor, to beings as instruments rather than subjects, and to growing issues of conscience. In addition, the value of these foils for experiential learning in discussion with veterans will be presented.

Humanities Education

Womanist Humanism: Subversion and Destabilization of the Predominant Image of "Dalit" in Meena Kandasamy's Poetry

Kamal ud Din, Forman Christian College, Lahore, Punjab, Pakistan

This paper explores Indian feminism, particularly, Dalit womanism in the poetry of Meena Kandasamy, the first Dalit woman poet writing in English, in the light of Alice Walker's "Womanism." Her poetry is the fight against existing social, political, and religious norms that not only are hostile to but also dehumanizing to the "marginalized"—woman. The focus of her voice of protest and resistance is against gender inequality, violence against Dalit women in particular, and systematic subjugation and denigration of Indian woman. Her poetry is clear-sighted, fearless, and a scathing attack on the perpetuation of the social, political, economic, and religious exploitation, injustice, and oppression of women and minorities. Her poetry not only exposes, but also denounces social mechanisms, arrangements, customs, and institutions that act as covert modes of establishing and perpetuating the subjugation of women. Kandasamy, in her poetry, censures the male-dominated society of the South Asian region that deprives women of their basic rights as human beings. Women are denied the right to make decisions about their own lives and are not even considered worthy to be treated as human beings, rather they were and still are, viewed as the "Others." Hers is a mordant attack on the social malaise of the systematic domination of the female sex. Through her witty arguments and polemical style, she subverts and destabilizes the predominant culture and retells Hindu mythology from the feminist and liberal humanist perspective.

Literary Humanities

The Emerging Relationship between North Korea and South Korea: Concerns about Potential Human Rights Violations

Jinman Kyonne, Hankuk University of Foreign Studies, Seoul, South Korea

In April 27, 2018, President Moon of South Korea met with the North Korea leader, Jong-un Kim, for the first time in a demilitarized zone in South Korea territory. Many experts are optimistic on the newly-formed relationship between South Korea and North Korea. They are predicting a more united future. This study explores the human rights violations that may occur within that potential union by critically comparing the two countries' cultural and political systems.

Critical Cultural Studies

Social Media and Its Effects on Young People in Our Society: How Self-esteem Changes

Young Yoon Won, Head, Science Engineering Club, Milton Academy, Milton, MA, United States

Little has been discussed about the deleterious effects of social media and the need to examine various angles of social media to identify their inherent problems. Therefore, this research set out to uncover what groups in our society are more susceptible to negative outcomes of social media and its contents. Having administered a translated Rosenberg's Self-esteem Scale (RSES) together with other survey questions to 103 young people in Korea, correlation analysis, independent samples t-test, and regression analysis were conducted. The results revealed that gender and socioeconomic status (SES) were primary factors associated with the social media users' self-esteem, and the two variables (gender and SES) accounted for differences in self-esteem. Finally, the same RSES was administered to the participants before and after they watched an upsetting social media posting, and a paired sample t-test was conducted. Though no difference was found in the overall self-esteem score, the participants showed a change in self-esteem with one question in RSES when the questionnaire was broken down and analyzed.

Civic, Political, and Community Studies

Room 4 Let's Talk About Gender

Who Gets to Be Sexual and Why?: Self-sexualization and Empowerment

Wioleta Polinska, Professor, Religious Studies, North Central College, Naperville, IL, United States

Many young women embrace sexualized, often-nude self-representations to celebrate their own subjectivity. By employing social media, they create their own images, and thus participate in what some see as "the democratization of the tradition of looking." Young women who self-sexualize claim that such self-expressions are important means of sexual empowerment and of broadening sexual expectations regarding women's appearance and demeanor. While recognizing certain benefits gained by women who self-sexualize, this paper examines why such self-representations follow sexualizing conventions present in popular media. In conversation with work by feminist social scholars and Christian sexual ethicists, possible limitations of self-sexualization are explored. In addition, it is argued that a more comprehensive definition of sexuality as well as applying principles of justice, and mutuality to sexual self-expression could offer a helpful corrective. Contemporary examples of reclaiming women's bodies as sites of social protest as well as sites of pleasure will be also discussed.

2018 Special Focus: Reconsidering Freedom

Deceptively Free: A Roman Wives' Tale

Bernadette Mc Nary Zak, Associate Professor, Religious Studies, Rhodes College, Memphis, TN, United States

Contained in the middle part of the Apocryphal Acts of Andrew (ca. 300 CE) the tale of Maximilla's deceit disrupts prevailing social and religious norms. When Maximilla, the wife of the proconsul Aegeates, is overtaken by the Christian preaching of Andrew, she converts and attempts to live in a state of virginity by paying her slave, Euclia, to serve as a surrogate sexual partner to her husband. Maximilla's intentional manipulation of Euclia's physical beauty, and Euclia's willing acceptance of her own sexual objectification, enable Maximilla's spiritual growth. Furthermore, why does the text advance the actions of both women as non-competing manifestations of the good only to be denounced when Euclia is overcome by greed and boasting after eight months of service? Aegeates' reaction to Maximilla's deceit unleashes fatal violence against the bodies of Euclia and Andrew: severe torture strips the exterior, physical beauty of Euclia, whereas crucifixion symbolically decries the interior, spiritual beauty of Andrew. Maximilla lives to witness these heinous acts of martyrdom committed under the rage of Aegeates. Remaining steadfast in her Christian faith, she buries the body of Andrew before leaving her husband permanently. Why is Maximilla spared? How are we to interpret the havoc wreaked by these women? A response is located in an exploration of freedom and servitude of action in this Roman wives' tale.

Literary Humanities

Navigating Masculine Subjectivities: The Primacy of Connection in Social Justice Education

Nick Sandor, Social, Cultural, and Foundational Studies, University of Victoria, Victoria, British Columbia, Canada

My research challenges the conventional perspective that "boys will be boys;" yet, also situates opportunities for social change through the lived experience of masculinity. The conservative political perspective has failed to challenge the dominant discourse on masculinity, resulting in the maintenance of systems that perpetuate sexism and homophobia in our communities. At the same time, social justice projects are often problematic spaces for males of privilege, and there is a risk that their involvement may disqualify these spaces from being safe or inclusive for other community members. Acknowledging masculinity as a state of ambiguity and precarity, my work considers future implications for social justice education through an analysis of experiential knowledge and life pathways in relation to socio-cultural and anti-oppressive perspectives. My conceptual analysis provides a pedagogical platform that connects subjectivities, social performances, and socio-cultural structures of masculinity. By adopting a framework of post-structuralism, gender theory, and phenomenology, my work maps out future methodological considerations for social justice education directed towards men and boys. This suggests that education can offer a humanist approach to learning about relationships across gender by challenging the use of objectification, shame and complacency, and instead directing resources towards inclusion, empathy, and accountable identity affirmation.

Critical Cultural Studies

Friday, 6 July	
15:40-17:20	PARALLEL SESSIONS
Room 5	<p>Colloquium</p> <p>Public Displays of the Humanities: Publishing Faculty-Undergraduate Collaborations in Popular Forums Joel Gruber, Teaching Professor, Theology and Religious Studies, University of San Diego, San Diego, CA, United States Michael Hall, University of San Diego, San Diego, CA, United States Briana Jurries, -, University of San Diego, San Diego, CA, United States Tiara Avanes, Co-owner / Chief Financial Officer, Management, Christara, Inc. , La Crescenta, CA, United States</p> <p>This focused discussion summarizes, examines, and discusses the possibilities, challenges, and benefits of publishing undergraduate-faculty collaborations. We explore whether this type of collaboration could be a viable, replicable, and productive approach to addressing some of the challenges facing the humanities, including the need to increase public awareness regarding the purpose of the humanities, attract more humanities majors, and provide students with an experiential understanding of the benefits (and potential job prospects) accompanying a humanities-based education. The public discourse surrounding topics studied in the humanities is frequently misinformed and unproductive. Often, undergraduate students offer more sophisticated, nuanced, and meaningful analysis. With this in mind, I developed several in-class discussions for a chapter published by "Macmillan," crediting specific students for their contributions. The following semester I assigned the Macmillan chapter, and the impact was unexpected: the students became more actively engaged. The increased excitement in the classroom led to essays we were able to develop and publish in the "Huffington Post," which brought positive attention to the humanities center and an increased interest in religious studies. The discussion will include a panel of four, with myself and three of the students involved in the publications. I will summarize the project and introduce the students, who will offer their perspective on the experience, particularly in relation to how the project influenced their interest in the humanities. I anticipate the audience discussion being lively, and the feedback will likely be invaluable for planning new directions and further publications.</p> <p><i>Humanities Education</i></p>



Saturday, 7 July	
08:00-08:45	Conference Registration Desk Open
08:45-09:05	Books, Publishing & Libraries Conference Opening—Dr. Homer Staveland, Common Ground Research Networks, Champaign, IL, United States
09:05-09:20	Daily Update
09:20-09:55	Plenary Session—Dr. Sidonie Smith, Lorna G. Goodison Distinguished University Professor, English and Women's Studies, University of Michigan, MI, United States
	<p>"Humanities Futures: Doctoral Education, Scholarly Communication, and Professional Capacities"</p> <p>Sidonie Smith is the Lorna G. Goodison Distinguished University Professor of English and Women's Studies at the University of Michigan. She was President of the Modern Language Association of America in 2010. That experience led her to write "Manifesto for the Humanities: Transforming Doctoral Education in Good Enough Times" (2015). She is the author of "Where I'm Bound: Patterns of Slavery and Freedom in Black American Autobiography" (1974); "A Poetics of Women's Autobiography" (1987); "Subjectivity, Identity, and the Body" (1993); and "Moving Lives: Women's Twentieth Century Travel Narratives" (2001), as well as numerous essays. With Kay Schaffer, she co-authored "Human Rights and Narrated Lives" (2004). With Julia Watson, she co-authored "Reading Autobiography: A Guide for Interpreting Life Narratives" (2001; expanded edition 2010) and co-edited one anthology and four volumes of critical essays, among them "De/Colonizing the Subject: Gender and the Politics of Women's Autobiography" (1992); "Getting a Life: Everyday Uses of Autobiography" (1996); and "Inter/Faces: Women, Autobiography, Image, Performance" (2002). Her latest book, with Julia Watson, is "Life Writing in the Long Run: A Smith & Watson Autobiography Studies Reader" (2017).</p>
09:55-10:25	Garden Conversation and Coffee Break
	Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length 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.
10:25-10:35	Transition Break
10:35-12:15	PARALLEL SESSIONS
Room 1	Books Conference
Room 2	Books Conference
Room 3	Books Conference
Room 4	Books Conference

Toward Deeper Understanding

Truth, Lies, and Fake News: Jean Baudrillard and the Media in a Post-Truth Era

John Stone-Mediatore, Lecturer, Philosophy and Comparative Literature, Ohio Wesleyan University, Delaware, OH, United States

This paper draws on Jean Baudrillard's theory of simulation in order to better understand the power of falsehood and disinformation in the electronic media today. I argue that Baudrillard's work on the media (including his theories of simulation, hyperreality and "the virtual") provides a powerful means of understanding how the ubiquity of real-time technologies, including the 24-hour news media, has impacted human consciousness, making it increasingly difficult for humans to differentiate truth from lies, facts from fiction, and political rhetoric from reality. Consequences of this eclipse of the real, I argue, include the ascendance of "fake news" and the decline of critical thinking and political judgment, developments that pose a serious danger to democracy.

Civic, Political, and Community Studies

Twin Berries on One Stem: Science and the Humanities in the Training of Physicians

Lauren Barron, Director and Clinical Professor, Medical Humanities, Baylor University, Waco, TX, United States

Eric Cassell, Internal Medicine and Public Health, Medical Practice, Research & Scholarship, Cornell University, Ithaca, NY, United States

It is commonly assumed that the science of medicine should lead to an understanding of sick persons. Not so. Medical science is reductionist—it bypasses human beings as persons to get at their parts. Over time, medical science has focused on smaller and smaller human parts and processes. Medical scientists investigating the human genome now alarmingly call this "personalized" medicine. Formal medical education conveys very little about persons. Persons are innately historical and have an innate aesthetic sense. Persons use language and tell stories. Persons always pursue meaning. Not surprisingly, these are the domains of the humanities. Thus, the reason the study of the humanities is the road to knowledge about persons is that persons see the world the same way as the humanities. Dr. William Osler famously described science and the humanities as "twin berries on one stem" going on to say that "grievous damage has been done to both in regarding [them]... in any other light than complementary." For physicians, the proper route to knowledge of humans is through the humanities, not science. The Medical Humanities Program at Baylor University teaches philosophy (ethics, logic and thinking), literature (including poetry), history, art, and other fields within the humanities to prehealth students. This paper explores the indispensable role of the humanities as a foundation for those working in and around healthcare—for students and scholars, for patients and practitioners, and for the culture at large.

Humanities Education

Towards an Existential History: Restoring Mystery and Depth

Brandon Tucker, Fordham University, New York, NY, United States

In its present state, the field of historical study is severely limited. Through a misguided attempt at scientific objectivity, we have excluded mystery and depth from our understanding of the past. This has left our history both superficial and irrelevant. Indeed, it has caused us to obscure the most fundamental nature of historical reality, which (like all of reality) is ultimately inexplicable by extrinsic, objective analysis. If we wish to approach the past in a way truly fitting for our subject matter, we will need to make the move towards an "existential history." Such a history would give proper place to the crucial qualities of mystery and depth. It would find its fulfillment in relation to questions of ultimate significance, and thus, it would intrinsically be a matter of supreme interest and universal relevance. This new approach demands that history become an activity of the whole self, where the fullness of the past is illuminated through the historian's work of "creative transfiguration." In this way, the historian's subjectivity and personhood would be welcomed rather than scorned. Lacking such an existential approach, the potential of our field will remain unrealized and we will be forever blind to the true depth, meaning, and significance inherent to the past. For our critical task of justifying historical study (and really, of justifying all the humanities), we must gain a renewed appreciation for "the existential." In that spirit, this paper hopes to offer a unique and creative suggestion for the "existential" future of history.

Critical Cultural Studies

Room 6 Freedom and Justice for Many

"Seasons of Justice": The Merits of Using a "Life Cycle" Biographical Approach for Writing about the American Supreme Court's Performance

Bruce Murphy, Professor of Civil Rights, Government and Law, Lafayette College, Easton, PA, United States

This paper will explain how a "life-cycle," biographical narrative, analytical approach for studying individual Supreme Court justices' behavior can help us to better understand how Justices, such as the "swing voter," Anthony Kennedy, will affect future judicial decisions. The "seasons of life" life-cycle analytical theory outlined by psychologists Erik Erikson and Daniel Levinson is ideal for biographically examining, and creating a narrative about, the lives and decision-making of the American Supreme Court. Since this body is staffed by nine justices, who are appointed in mid-life, and serve for decades, I argue that once a justice is appointed, a judicial "life-clock" runs parallel to one's personal life cycle, affecting the way that a jurist's decision-making approach evolves. With nine justices experiencing their individual life cycles simultaneously, any changes in the membership of the body, or the voting behavior of a sitting justice, will affect the life-cycle and decision-making of the entire institution. After Justice Antonin Scalia's death, followed by President Obama inability to appoint his successor, resulting in the seating of Justice Neil Gorsuch, and with three octogenarian justices now nearing retirement, this life cycle analytical approach is perfect for exploring this Supreme Court's future decision-making.

Civic, Political, and Community Studies

Not in My America: Examining Systematic "Other"-ing in Immigration Policy

Selina March, Washington, D.C., United States

Since its founding, America has been marketed as a beacon of hope for groups of people facing disadvantage, offering a new beginning in a world purporting to value merit above privilege, skill above heritage. However, below the surface there is a drastically different story defined largely by disadvantage. Even as America was founded on the ideals of democracy and freedom, there were entire populations deprived of these fundamental rights. As time progressed, this "other" population continuously shifted, with different groups being labelled as such at different points in time. This shifting "other" can be seen quite clearly in relation to American immigration policy, with different groups receiving preferential treatment and others being disadvantaged at various points in time. As the idea of what it means to be "American" has evolved, so, too, has the idea of the "other." This paper analyses trends in American immigration policy from a critical race theory perspective, asserting that "other"-ing has been strategically used by those in power to systematically disadvantage entire groups of people. It also examines the parallels between various anti-immigrant movements and sentiments with the "Not in My Backyard (NIMBY)" movement. By evaluating the context in which American anti-immigration sentiment has developed, this paper places the current administration's rhetoric in an historical context. This paper argues that, if America is to live up to its founding vision as a haven for the disadvantaged, it must confront its history of "other"-ing.

Civic, Political, and Community Studies

Euthanasia, Morality and the Human Subject

Kristine Van Dinther, PhD Candidate, Anthropology, College of Arts, Society and Education, James Cook University, Cairns, Australia

Euthanasia is usually discussed as both dangerous and morally wrong; a practice which will lead down a 'slippery slope' to unbridled institutional power to kill those most vulnerable. Globally, considerable research has accumulated from the surveillance of these practices in places where it has been legalised. This evidence, however, is often largely ignored. In addition, the morality of such a practice continues to be conceptualised in terms of theology or philosophical ethics. The aim of this paper is to show that the ethics of such a practice cannot definitively be decided through such abstract means and that it is the omission of the examination of the human experience which is the problem. Drawing on my own empirical data, I will discuss the question of euthanasia where it emerges; at the intersection of institution, patient and family. Issues of patient autonomy, freedom and human rights will be discussed along with suffering and the idea of the humane. I argue that context is vital to questions of morality and that inter-subjectivity and emotions are central to this understanding. Thus, we can only evaluate the ethics of euthanasia practices when we incorporate and consider the human experience of the dying process. In this respect, we must reconsider freedom from a phenomenological examination of its antithetical forms.

Civic, Political, and Community Studies

Saturday, 7 July

10:35-12:15 **PARALLEL SESSIONS**

Room 7 Scholarly Inquiry

Interdisciplinarity, Research Funding, and Academic Freedom in African Scholarship

Ibanga B. Ikpe, Professor, University of Botswana, Gaborone, South East, Botswana

Interdisciplinarity has recently become a preferred and highly recommended approach to research in African Universities and Research Centres, especially where the research focus can benefit from different disciplinary approaches. But whereas the move towards interdisciplinary research in other places has been to engender the convergence of theoretical perspectives and methodologies, its driving force in many African universities has been funding. The common reasoning is that it is more cost effective to support interdisciplinary research since the same funding can be used by many researchers and as such garner a higher per capita research participation for such cash injection than would otherwise be the case. This paper discusses the ethics of this approach to interdisciplinarity and its implications for academic freedom, taking into account the objectives of interdisciplinary research. It situates collaborative research funding within the current corporatization and commercialization of universities and research centres and answers the question as to whether the emphasis on funding as a motive for interdisciplinarity necessarily devalues academic freedom and the quality of research. It argues that despite its illegitimate birth, interdisciplinarity should not be viewed as anti-academic freedom or as delegitimizing research collaboration and the cross pollination of ideas that it fosters. It concludes that academic freedom can still be maintained alongside collaborative research where funding constraints make such intersections inevitable.

2018 Special Focus: Reconsidering Freedom

A Critical Anthropology of SRHR Development in Bangladesh : Towards a More Inclusive, Politically-Sensitive and Ethical Conversation

Rahil Roodsaz, Postdoc, Gender and Diversity Studies, Radboud University Nijmegen, Nijmegen, Netherlands

This paper engages with the politics of sex education as promoted through international aid and development. Probing this field of intervention reveals not only strong reiterations of modernist linear thinking and colonial continuities but also provides insights in the complexities of the reception and vernacularization of Sexual and Reproductive Health and Rights (SRHR). Conceiving the international development context as an arena of collision and concession made to the demands of the hegemonic order as well as of strategic and creative translation and subversion, I will make a case for a critical anthropology of sexuality in international aid and development interventions. Focusing on a project to promote sex education in Bangladesh financed by Dutch agencies, the need for situating this intervention within specific transnational and local web of power relations will be argued. Furthermore, drawing inspiration from anticolonial feminist scholarship to move beyond deconstruction, a critical anthropological approach will be proposed to enable a more inclusive, politically-sensitive and ethical conversation about sexuality and development.

Civic, Political, and Community Studies

Corpus-involved Education and Learning in European Universities

Shuo Zhao, Northwestern Polytechnical University, Xi'an Shaanxi, China

A central tendency in these innovations is basing corpus on the educational needs of students in European universities. Corpus-involved education and learning optimizes the learning process of students, creating a stimulating and active learning environment. A logical step in placing students at the center of their education is involving them in quality control, organization, and development of curricula based on corpus learning. Opportunities for student participation in curriculum planning and organization are given, including advantages and possible disadvantages of corpus involvement. Implications for European private university faculties wishing to incorporate students in their corpus organization are discussed to improve students' input. Present developments in European universities increasingly focus on the central role of students in education and learning. A logical step in these developments is to give students responsibilities not just in the learning process but also in curriculum education and in the management of universities. Students in higher education, after all, are adults. Corpus-involved systems in quality control prove students to be distinctly capable of assuming shared responsibilities in management and organization of education and learning. The most important action students must take is to organize them in learning process. Combining corpus is a certain means of upgrading the quality of student input. Second, students must be prepared to participate in the evaluations provided by the teaching staff. They must also make themselves available for education and training in universities. Finally, students should take every opportunity to voice their opinions and ideas by means of a corpus-involved system.

Humanities Education

Reconfiguration of Literary Theory in the 21st Century

Suradech Chotiudomphant, Associate Professor, Department of Comparative Literature, Faculty of Arts, Chulalongkorn University, Pathumwan, Bangkok, Thailand

The death of literary theory has been announced many times. Critics such as Terry Eagleton and Martin McQuillan have written essays on post-theory or the situations 'after theory' - as if the age of theory in which poststructuralism and deconstruction were buzzwords was drawing to a close. However, there are counternarratives. For example, Vincent B. Leitch published a book called *Literary Criticism in the 21st Century* with the subtitle of *Theory Renaissance*, claiming that theory has already made a comeback. In this paper, I explore how, and under which guise, the return to theory has been formulated through the analysis of the changing circumstances regarding the renewed foundational concepts of spatiality, temporality, and identity politics. It is my argument that various turns we have experienced since the turn of the millennia, be they the affective turn, the spatial turn, or the posthuman turn, have been part and parcel of these configurational changes. In other words, literary theory might not disappear, but has been reformulated and reconfigured in the framework of these changing conditions.

Literary Humanities

12:15-12:25 **Transition Break**

12:25-13:25 **Lunch**

13:25-13:35 **Transition Break**



Saturday, 7 July	
13:35-14:20	PARALLEL SESSIONS
Room 1	Books Conference
Room 2	Books Conference
Room 3	Books Conference
Room 4	Books Conference
13:35-14:20	PARALLEL SESSIONS
Room 5	Workshop Conceptual Thinking in the Humanities Classroom Malcolm Mc Inerney, University of South Australia, Adelaide, Australia This workshop explores the distinction between the so called "vocabulary" of subjects such as history, geography, economics, and civics and the "grammar" of these humanities subjects. A conversation is required to explore the idea that the most important aspect of humanities education is the development of conceptual thinking rather than just learning content and skills. The concepts developed in the Humanities curriculum in the new Australian Curriculum provide a conceptual lens for teachers and students to make sense of their world and to think in a particular way in the Humanities classroom. The workshop will initially demonstrate the nature of the concepts in the Australian Humanities Curriculum and provide practical illustrations that can be used in the classroom. The majority of the workshop will involve participants in a simulation activity developed to demonstrate how student conceptual thinking can be encouraged and developed when studying the myriad of topics encountered in the humanities curriculum. Considerable professional learning is being conducted in Australia using this workshop simulation to move teachers beyond the "vocabulary" of humanities and to use conceptual thinking to develop a high degree of "meaning making" when studying humanities in the classroom. <i>Humanities Education</i>
14:20-14:40	Coffee Break
14:40-16:20	PARALLEL SESSIONS
Room 1	Books Conference
Room 2	Books Conference
Room 3	Books Conference
Room 4	Books Conference

Saturday, 7 July	
14:40-16:20	PARALLEL SESSIONS
Room 5	<p>Colloquium</p> <p>Machine Reason: Algorithmic Insight for Humanists Lynn Holt, Professor, Philosophy, Mississippi State University, Starkville, MS, United States Clint Johnson, Senior Research Scientist, Georgia Tech Research Institute, Atlanta, GA, United States Ross Mc Cool, Graduate Student, Department of Psychology, Mississippi State University, Starkville, MS, United States Jonathan Barlow, Associate Director, Software Design and Architecture, National Strategic Planning and Analysis Research Center, Mississippi State University, MS, United States</p> <p>Machine learning is on the verge of re-discovering Aristotle. This is doubly ironic: while pursuing the four hundred year old algorithmic ideal of reason, the new wave of deep learning not only takes a two millennium retro turn, it rejects the anti-Aristotelianism animating early modern thinkers. But the Aristotelian quality of deep learning should not give hope to Luddites and atavists. On the contrary, we hope that it spurs humanists to engage and contribute to the frontiers of artificial intelligence. Our four person project has aims at three distinct but interwoven levels: Theoria. To embed the history of machine learning in the wider history of the early modern calculative re-conception of reason, to articulate the distinctively apprehensive nature of Aristotelian reason, to show how calculative reason and machine learning requires apprehensive reason to accomplish its own aims, and to examine the transformation of objectivity which results. Techné. To explore innovative ways of constructing and informing artificial neural networks with the goal of instantiating machine analogues of Aristotelian intellectual “virtues”, and to break out of the replacement paradigm with circular modes of human-machine interaction. Praxis. To put theoria and techné to the test in a practical and open-ended setting in the domain of career counseling for teens and young adults. We aim to make an existing app smarter and make it interact with human counselors. In addition to brief presentations on theoria, techné, and praxis, our colloquium will include a propaedeutic on algorithmic machine learning with a focus on neural networks.</p> <p><i>Critical Cultural Studies</i></p>
Room 6	<p>Broadening Perspectives</p> <p>Barbarian Heroines, Comic Counter Narratives Rachael Brown, Lecturer, American Studies, Penn State University, Abington, PA, United States</p> <p>The project of global sisterhood is immemorably compromised by imperial contours, producing a pedagogical stratification of the world’s women, and a conflict stunting of a valuable conversation. Piercing through marginalization is a generation of postcolonial scholars challenging entrenched epistemic structures, like the orthodox rescue model in narrating the victimized “third world woman,” as against the barbaric male, within societies perishing in wait of manifest destiny. It shifts the center to the plurality of indigenous, long standing bodies of feminist thought, including pan-Arab, pan-Asian, and pan-African feminism, framing a genuine transnational dialogue, on terms of equality. To do so, it spotlights an unlikely common language and rare instance where such mutual exchange has taken off: the language of comics. A distinctive American legacy, the comic book (and graphic novel) now finds itself re-appropriated into new geopolitical subjectivities. This work focuses on women writers of the Global South, bending this medium into a boomerang to talk back to reductionist models of engagement, singularly characterized by oppression and abjection. Populated with indigenous heroines, intricate treatments of their cultures and religions, and fully humanized versions of their men, such comics are not only wildly successful, but uniquely effective in addressing both gendered and political injustice. The principal task of this research is the juxtaposition of these writers’ agential counter-narratives with their representation in American brand comics (primarily Marvel), contrasting the emic and etic in all too consequentially powerful images.</p> <p><i>2018 Special Focus: Reconsidering Freedom</i></p>
16:20-16:30	Transition Break
16:30-17:00	Closing Session and Awards Ceremony





New Directions in the Humanities | List of Participants

Dilfuza Abdullaeva	Tashkent State University of Law	Uzbekistan
Carmona Miranda Adrian Gerardo	Universidad Nacional	Costa Rica
Sofia Agamez Arévalo	Politécnico Grancolombiano	Colombia
Chiara Magdalena Aguila Arriaga	Escuela Normal Superior Federalizada	México
Nuño Aguirre de Cárcer	University of the Witwatersrand	South Africa
Asad Al Ghalith	Al-Ahliyya Amman University	Jordan
Eugenie Almeida	Fayetteville State University	United States
Jon Andes	Salisbury University	United States
Wayne Arnold	The University of Kitakyushu	Japan
De La Cruz Espinoza Arthur Ramón	Universidad Ricardo Palma	Perú
Khalil Asaadat	King Saud University	Saudi Arabia
Gail August	Hostos, CUNY	United States
Kenneth R. Austin	Stephen F. Austin State University	United States
Tiara Avanness	Christara, Inc.	United States
Ionela Baltatescu	Rey Juan Carlos University	Spain
Jonathan Barlow	National Strategic Planning and Analysis Research Center	United States
Lauren Barron	Baylor University	United States
Lijun Bi	Monash university	Australia
Debora Fabiana Boeff	Universidad del Valle del Atemajac	México
Rachael Brown	Penn State University	United States
Andrea Campana	Universidad de Santiago de Chile	Chile
Gema Belia Capilla Aledón	Universitat de València	España
Eric Cassell	Cornell University	United States
Soo Eun Chae	Gangneung-Wonju National University	South Korea
Chia Chang	New York University	United States
Suradech Chotiudompant	Faculty of Arts, Chulalongkorn University	Thailand
Feng Chun		
Merzamia Clark	University of Washington	United States
Gail Corso	Neumann College	United States
Brian Crowe	Moravian Academy	United States
Tanya de Hoyos	Defense Language Institute Foreign Language Center	United States
Maureen Donohue-Smith	La Salle University	United States
Frederick Dotolo	St. John Fisher College	United States
Richard Dragan	LaGuardia Community College/CUNY	United States
Alistair Duff	Edinburgh Napier University	United Kingdom
Joseph Duffy	Manchester Metropolitan University	United Kingdom
Carrie Ida Edinger	Independent Artist	United States
Paul Farber	University of Pennsylvania	United States
Miguel Farias	Universidad de Santiago de Chile	Chile
Robert Fletcher	West Chester University	United States
Shai Frogel	Kibbutzim College of Education	Israel
Steven Gayle	Kennesaw State University	United States



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Hala Ghoneim	University of Wisconsin-Whitewater	United States
Priscilla Gitimu	Youngstown State University	United States
Chemutai Glasheen		
Rickard Goranowski	G4S Secure Solutions	United States
Anna Gotlib	Brooklyn College	United States
Rosemary Alice Gray	University of Pretoria	South Africa
Michael Green	SUNY-Oneonta	United States
Jane Grovijahn	Our Lady of the Lake University	United States
Joel Gruber	University of San Diego	United States
Jose Guzman Dominguez	California State University, Sacramento	United States
Michael Hall	University of San Diego	United States
Kathleen Hanggi	Doane University	United States
Angela Hart	American University	United States
Alireza Hassanzadeh		
Ashleigh Haw	The University of Western Australia	Australia
Lenora Hayes	Fayetteville State University	United States
José de Jesús Herrera Ospina	Universidad de Antioquia	Colombia
Amanda Hodes	American University	United States
Sara Hoke	Common Ground Research Networks	United States
Lynn Holt	Mississippi State University	United States
Robert Glyn Mon Hughes	Liverpool John Moores University	United Kingdom
Ibanga B. Ikpe	University of Botswana	Botswana
Bev Freda Jackson	American University	United States
Debora Cristina Jeffrey	Universidade Estadual de Campinas	Brasil
Louise Jenkins	Monash University	Australia
Bradley Johnson	Doane University	United States
Peter E. R. Jordan	City University of Hong Kong	Hong Kong
Briana Jurries	University of San Diego	United States
Fetson Kalua	University of South Africa	South Africa
Durdona Karimova	Tashkent State University of Law	Uzbekistan
Colleen Kenney	University of Arizona	United States
Roseann Lydia Kerr	Queen's University	Canada
Minhyoung Kim	Hankuk University of Foreign Studies	South Korea
Rachael King	University of Edinburgh, Scotland, UK	United Kingdom
Jamie Kinsley	Pennsylvania State University	United States
Claudia Marie Kovach	Neumann University	United States
Laura Krughoff	University of Puget Sound	United States
Naresh Kumar Vats	Guru Gobind Singh Indraprastha University	India
Jinman Kyonne	Hankuk University of Foreign Studies	South Korea
Eduardo Lamus Parra	Corporación Universitaria Minuto de Dios	Colombia
Berenice Anabella Leal Fuentes	Universidad Tecnológica de Puebla	México
Kay Li	York University	Canada



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Sandra Maceri	CONICET/UBA	Argentina
Jacqueline Machorro Álvarez	Benemérita Universidad Autónoma de Puebla	México
Pablo Maillet	Universidad Gabriela Mistral	Chile
Selina March		
Lindy María Márquez Holguín	Universidad de Antioquia	Colombia
John Marsh	Pennsylvania State University	United States
Ross Mc Cool	Mississippi State University	United States
Malcolm Mc Inerney	University of South Australia	Australia
Bernadette Mc Nary Zak	Rhodes College	United States
Sonia Michaels	DigiPen Institute of Technology	United States
Richard Miller	Suffolk University	United States
Larry Mitnick	University of the Arts	United States
John Mizzoni	Neumann University	United States
Mario Alberto Morales Domínguez	Universidad Nacional Autónoma de México	México
Bruce Murphy	Lafayette College	United States
Rafael Narvaez	Winona State	United States
Fara Nizamani	DigiPen Institute of Technology	United States
Eric Oberle	Arizona State University	United States
Folasayo Olalere	Vaal University of Technology	South Africa
Ayodele Omojuwa	University of Lagos	Nigeria
Kevin Ostoyich	Valparaiso University	United States
Cristina Pagnanelli	Unicrsidad de Buenos Aires	Argentina
Larry Palmer	Cornell University	United States
Marcus Palmer	Texas A&M University-San Antonio	Estados Unidos
Julio Paredes-Riera	Colegio de Periodistas	Ecuador
Crsthian Andres Paredes-Riera	Centro de Estudios Tecnológico Espíritu Santo	Ecuador
Georgina Paulín Pérez	Universidad Nacional Autónoma de México	México
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Andrew Pilkington	Regent's University London	United Kingdom
Wioleta Polinska	North Central College	United States
Harold Popp	Indiana University	United States
Tatiana Portnova	Universidad de Granada	España
Christiaan Prinsloo	Seoul National University	South Korea
Catharina A Prinsloo	University of Pretoria	South Africa
Yasmin Rioux	Divine Word College	United States
Nicole Roberts	The University of the West Indies	Trinidad and Tobago
Carla Rocavert	ISCPA Lyon	France
Sandra Jimena Rodriguez Plazas	Fundación Universitaria Unipanamericana de Compensar	Colombia
Carmona Miranda Ronny David	Universidad Nacional	Costa Rica
Rahil Roodsaz	Radboud University Nijmegen, The Netherlands	Netherlands





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Doo-Sun Ryu	Seoul National University	South Korea
Santiago Sáenz	Universidad de La Salle	Colombia
Diana Sánchez Barrios	University of Andes	Colombia
David Sánchez-Jiménez	CUNY New York City College of Technology	Estados Unidos
Nick Sandor	University of Victoria	Canada
Jose Miguel Sardinias Fernandez	Universidad Autonoma de San Luis Potosi	Mexico
Hannah Schmidl	Princeton Public Library	United States
Marine Shalaby	Arab Open University	Kuwait
Tan Shanyan		China
Chung Shu-hua	Tung Fang Design University	Taiwan
Maria Victoria Silvestre	Universidad Católica de Santa Fe	Argentina
R. Raj Singh	Brock University	Canada
Sidonie Smith	University of Michigan	United States
Jeffrey K. Soleau	The Sage Colleges	United States
Louisa Soleau		United States
Gang Song	University of Hong Kong	Hong Kong
Homer Stavelly	Common Ground Research Networks	United States
John Stone-Mediatore	Ohio Wesleyan University	United States
Jennifer Tang	Hostos Community College	United States
Karlen Torres González	Benemérita Universidad Autónoma de Puebla	México
Lin Chin Tsai	University of California, Los Angeles	United States
Brandon Tucker	Fordham University	United States
Kamal ud Din	Forman Christian College	Pakistan
Carolyn Vacca	St. John Fisher College	United States
Kristine Van Dinther	James Cook University	Australia
Stewart Varner	University of Pennsylvania	United States
Helena Vilela	PUC Campinas	Brazil
Marie-Anne Visoi	University of Toronto	Canada
I-Chun Wang	Kaohsiung Medical University	Taiwan
Young Yoon Wong		
Zhou Xueting	Changsha University of Science and Technology	China
Mostafa Younesie	Independent Scholar	United States
Shuo Zhao	Northwestern Polytechnical University	China
Nompumelelo Zondi	University of Pretoria	South Africa



















Sixteenth International Conference on Books, Publishing & Libraries

University of Pennsylvania
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booksandpublishing.com/2018-conference



Ninth International Conference on Sport & Society

Florida International University
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sportandsociety.com/2018-conference



Thirteenth International Conference on Interdisciplinary Social Sciences

University of Granada
Granada, Spain | **25–27 July 2018**
thesocialsciences.com/2018-conference



XIII Congreso Internacional de Ciencias Sociales Interdisciplinarias

Universidad de Granada
Granada, España | **25–27 de julio de 2018**
interdisciplinasocial.com/congreso-2018



Eleventh Global Studies Conference

University of Granada
Granada, Spain | **30–31 July 2018**
onglobalization.com/2018-conference



Eleventh International Conference on The Inclusive Museum

University of Granada
Granada, Spain | **6–8 September 2018**
onmuseums.com/2018-conference



Aging & Society: Eighth Interdisciplinary Conference

Toyo University
Tokyo, Japan | **18–19 September 2018**
agingandsociety.com/2018-conference



Eighth International Conference on Health, Wellness & Society

Imperial College London
London, UK | **20–21 September 2018**
healthandsociety.com/2018-conference



VIII Congreso Internacional de Salud, Bienestar y Sociedad

Imperial College London
Londres, Reino Unido | **20–21 de septiembre de 2018**
saludsociedad.com/congreso-2018



Third International Conference on Communication & Media Studies

University of California at Berkeley
Berkeley, USA | **18–19 October 2018**
oncommunicationmedia.com/2018-conference



III Congreso Internacional de Estudios sobre Medios de Comunicación

Universidad de California
Berkeley, EEUU | **18–19 de octubre de 2018**
medios-comunicacion.com/congreso-2018



Eighth International Conference on Food Studies

University of British Columbia - Robson Square
Vancouver, Canada | **25–26 October 2018**
food-studies.com/2018-conference



VIII Congreso Internacional sobre Estudios Nutricionales y Alimentación

Universidad de Columbia Británica,
Robson Square
Vancouver, Canadá | **25–26 de octubre de 2018**
estudiosnutricionales.com/congreso-2018



Spaces & Flows: Ninth International Conference on Urban and ExtraUrban Studies

Marsilius Kolleg, Heidelberg University
Heidelberg, Germany | **25–26 October 2018**
spacesandflows.com/2018-conference



Ninth International Conference on The Image

Hong Kong Baptist University
Hong Kong SAR | **3–4 November 2018**
ontheimage.com/2018-conference



IX Congreso Internacional sobre la Imagen

Universidad Baptista de Hong Kong
RAE de Hong Kong | **3–4 de noviembre de 2018**
sobrelaimagen.com/congreso-2018



Fifteenth International Conference on Environmental, Cultural, Economic & Social Sustainability

UBC Robson Square
Vancouver, Canada | **17–19 January 2019**
onsustainability.com/2019-conference



Nineteenth International Conference on Knowledge, Culture, and Change in Organizations

UBC Robson Square
Vancouver, Canada | **21–22 February 2019**
organization-studies.com/2019-conference



XIX Congreso Internacional de Conocimiento, Cultura y Cambio en Organizaciones

Universidad de Columbia Británica, Robson Square
Vancouver, Canadá | **21–22 de febrero de 2019**
la-organizacion.com/congreso-2019



Thirteenth International Conference on Design Principles & Practices

Saint Petersburg State University
Saint Petersburg, Russia | **1–3 March 2019**
designprinciplesandpractices.com/2019-conference



XIII Congreso Internacional sobre Principios y Prácticas del Diseño

Universidad Estatal de San Petersburgo
San Petersburgo, Rusia | **1–3 de marzo de 2019**
el-diseno.com/congreso-2019



Fifteenth International Conference on Technology, Knowledge, and Society

ELISAVA Barcelona School of Design and Engineering
Barcelona, Spain | **11–12 March 2019**
techandsoc.com/2019-conference



XV Congreso Internacional de Tecnología, Conocimiento y Sociedad

Elisava Escuela Universitaria de Diseño e Ingeniería de Barcelona
Barcelona, España | **11–12 de marzo de 2019**
tecno-soc.com/congreso-2019



Eleventh International Conference on Climate Change: Impacts & Responses

Pryzbyla Center,
The Catholic University of America
Washington, D.C., USA | **16–17 April 2019**
on-climate.com/2019-conference



Ninth International Conference on Religion & Spirituality in Society

University of Granada
Granada, Spain | **25–26 April 2019**
religioninsociety.com/2019-conference



IX Congreso Internacional sobre Religión y Espiritualidad en la Sociedad

Universidad de Granada
Granada, España | **25–26 de abril de 2019**
la-religion.com/congreso-2019



Twelfth International Conference on e-Learning & Innovative Pedagogies

Hotel Grand Chancellor Hobart
Hobart, Australia | **2–3 May 2019**
ubi-learn.com/2019-conference



XII Congreso Internacional de Aprendizaje Ubicuo y Pedagogías Innovadoras

Hotel Grand Chancellor Hobart
Hobart, Australia | **2–3 de mayo de 2019**
aprendizaje-ubi.com/congreso-2019



Fourth International Conference on Tourism & Leisure Studies

Florida International University
Miami, USA | **16–17 May 2019**
tourismandleisurestudies.com/2019-conference



Ninth International Conference on The Constructed Environment

Centro Cultural Vila Flor
Guimarães, Portugal | **23–24 May 2019**
constructedenvironment.com/2019-conference



Nineteenth International Conference on Diversity in Organizations, Communities & Nations

University of Patras
Patras, Greece | **5–7 June 2019**
ondiversity.com/2019-conference



Fourteenth International Conference on the Arts in Society

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artsinsociety.com/2019-conference



Tenth International Conference on Sport & Society

Ryerson University
Toronto, Canada | **20–21 June 2019**
sportandsociety.com/2019-conference



Twelfth Global Studies Conference

Jagiellonian University
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onglobalization.com/2019-conference



Seventeenth International Conference on New Directions in the Humanities

University of Granada
Granada, Spain | **3–5 July 2019**
thehumanities.com/2019-conference



XVII Congreso Internacional sobre Nuevas Tendencias en Humanidades

Universidad de Granada
Granada, España | **3–5 de julio de 2019**
las-humanidades.com/congreso-2019



Seventeenth International Conference on Books, Publishing & Libraries

University of Granada
Granada, Spain | **5 July 2019**
booksandpublishing.com/2019-conference



Fourteenth International Conference on Interdisciplinary Social Sciences

Universidad Autónoma Metropolitana
Mexico City, Mexico | **10–12 July 2019**
thesocialsciences.com/2019-conference



XIV Congreso Internacional de Ciencias Sociales Interdisciplinarias

Universidad Autónoma Metropolitana Unidad Xochimilco
Ciudad de México, México | **10–12 de julio de 2019**
interdisciplinasocial.com/congreso-2019



Twenty-sixth International Conference on Learning

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Belfast, UK | **24–26 July 2019**
thelearner.com/2019-conference



XXVI Congreso Internacional sobre Aprendizaje

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sobreaprendizaje.com/congreso-2019



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healthandsociety.com/2019-conference



**IX Congreso Internacional de Salud,
Bienestar y Sociedad**

Universidad de California, Berkeley
Estados Unidos | **19–20 de septiembre de 2019**
saludsociedad.com/congreso-2019



**Fourth International Conference on
Communication & Media Studies**

University of Bonn
Bonn, Germany | **26–28 September 2019**
oncommunicationmedia.com/2019-conference



**IV Congreso Internacional de
Estudios sobre Medios de
Comunicación**

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3–5 July 2019
University of Granada
Granada, Spain

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