

XVII Congreso Internacional sobre
**Nuevas Tendencias
en Humanidades**

*El Mundo 4.0: Convergencias de
máquinas y conocimientos*

3–5 de julio de 2019
Universidad de Granada
Granada, España

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Seventeenth International Conference on
**New Directions in
the Humanities**

*The World 4.0: Convergences of
Knowledges and Machines*

3–5 July 2019
University of Granada
Granada, Spain

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Seventeenth International Conference on New Directions in the Humanities
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First published in 2019 in Champaign, Illinois, USA
by Common Ground Research Networks, NFP
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Designed by Ebony Jackson and Brittani Musgrove



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Dear New Directions in the Humanities Conference Delegates,

Welcome to Granada and to the Seventeenth International Conference on New Directions in the Humanities. My colleagues and I from Common Ground Research Networks are honored to have you join us for this year's conference.

Over the course of three and a half decades, Common Ground has given voice to many thousands of scholars—speakers and authors with things to say about the world and who are saying them in order to change the world.

Common Ground has a strong commitment to providing opportunities for people like you to meet, share, and learn from each other. Across its range of research networks, Common Ground is deeply concerned with the critical issues of our time including, among other things, the nature of social change, the relationships of the human species to nature, the process of knowledge creation, the changing shape of organizations, and the dynamics of learning. These raise big-picture questions which in turn demand an interdisciplinary perspective, something that is often neglected in discipline-based conference, journal, and institutional structures.

Throughout its history, Common Ground has worked to develop new approaches to knowledge community building, including interactive conference formats, criterion-referenced peer review, and online social knowledge media. As a media innovator, we are creating the spaces and technical conditions in which, collectively, we can establish traditions in the humanities while at the same time develop innovative practices.

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. We encourage all conference participants to explore CG Scholar—an internet venue for intellectual interaction and imagination.

I am grateful to all of you for sharing your work at this conference. Additionally, I thank my colleagues Michele Hill, Rae-Anne Montague, Dionisio Moral Ruiz, José Luis, Tatiana Portnova, 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,



Dr. Bill Cope
President, Common Ground Research Networks
Professor of Education, University of Illinois



Estimados/as delegados/as de Nuevas Tendencias en Humanidades:

Les damos la bienvenida a Granada y al XVII Congreso Internacional sobre Nuevas Tendencias en Humanidades. Mis colegas de Common Ground Networks (Redes de Investigación Common Ground) y yo nos sentimos muy honrados de que se una a nosotros en el Congreso de este año.

Durante el transcurso de tres décadas y media, Common Ground ha dado voz a varios miles de académicos —autores y oradores que tenían cosas que decir acerca del mundo y con el propósito de cambiarlo—.

Common Ground asume el firme compromiso de ofrecer a personas como usted la oportunidad de reunirse, compartir y aprender de otras personas. A través de sus diversas redes de investigación, Common Ground manifiesta un profundo interés por las cuestiones fundamentales propias de nuestro tiempo; incluyendo —entre otras— la naturaleza del cambio social, la relación de la especie humana con la naturaleza, los procesos que generan el conocimiento, la mutabilidad de las organizaciones y las dinámicas que operan en el aprendizaje. Estas cuestiones, de carácter holístico, requieren abordarse desde un enfoque interdisciplinar, con frecuencia desatendido en aquellos congresos, revistas o estructuras institucionales que se fundamentan en una única disciplina.

A lo largo de su historia, Common Ground ha trabajado en el desarrollo de nuevos planteamientos concernientes a la construcción de conocimiento comunitario, entre los que se incluyen formatos de conferencia interactiva, revisión por pares basada en criterios y medios de divulgación sociales "online". Como innovadores en medios de difusión, estamos creando los espacios y las condiciones técnicas mediante las cuales podamos, colectivamente, establecer tradiciones en las humanidades, al tiempo que desarrollamos prácticas innovadoras en este ámbito.

Puesto que la inspiración que infunde la experiencia del Congreso es susceptible de verse reducida con el tiempo, Common Ground estimula su perdurabilidad mediante la plataforma CG Scholar; un entorno online diseñado para el trabajo, el conocimiento y el aprendizaje. CG Scholar proporciona una "economía de ayuda" donde los pares se acreditan, por sus mutuas contribuciones, en la Red de Investigación de Nuevas Tendencias en Humanidades. Animamos a todos los participantes en el Congreso a explorar CG Scholar: un punto de encuentro en internet donde se promueve la interacción intelectual y la creatividad.

Mi agradecimiento a todos ustedes por compartir sus trabajos en este Congreso. Asimismo, quiero expresar mi gratitud a mis compañeros/as Michele Hill, Rae-Anne Montague, Dionisio Moral Ruiz, Tatiana Portnova, y Hannah Werner, quienes han contribuido a la organización de este encuentro con gran dedicación y destreza.

Les deseamos la mejor de las experiencias durante la celebración de este Congreso, y esperamos que constituya una magnífica oportunidad para dialogar con colegas provenientes de todas las partes del mundo.

Con mis mejores deseos,



Dr. Bill Cope
Presidente, Common Ground Research Networks
Profesor de Educación, Universidad de Illinois



*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

University of Illinois Research Park
2001 South First Street, Suite 202
Champaign, IL 61820 USA

Ph: +1-217-328-0405
Fax: +1-217-328-0435
Web: cgnetworks.org

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Nuestra misión

Common Ground Research Networks tiene como objetivo animar a todas las personas a participar en la creación de conocimiento colaborativo y a compartir ese conocimiento con el mundo entero. A través de nuestros congresos académicos y revistas revisadas por pares, construimos Redes de Investigación y proporcionamos plataformas para interactuar a través de diversos canales.

Nuestro mensaje

Los sistemas de patrimonio del conocimiento se caracterizan por sus separaciones verticales: de disciplina, asociación profesional, institución y país. Common Ground Research Networks asume algunos de los retos fundamentales de nuestro tiempo y construye Redes de Investigación que cortan de manera transversal las estructuras de conocimiento existentes. La sostenibilidad, la diversidad, el aprendizaje, el futuro de las humanidades, la naturaleza de la interdisciplinariedad, el lugar de las artes en la sociedad, las conexiones de la tecnología con el conocimiento, el papel cambiante de la universidad, todas estas son preguntas profundamente importantes de nuestro tiempo que requieren un pensamiento interdisciplinar, debate global y colaboraciones intelectuales e interinstitucionales.

Common Ground es un lugar de encuentro para las personas, las ideas y el diálogo. Sin embargo, la fuerza de estas ideas no consiste en encontrar denominadores comunes. Al contrario, el poder y la resistencia de estas ideas es que se presentan y se examinan en un ámbito compartido donde tienen lugar las diferencias: diferencia de perspectiva, de experiencia, de conocimientos, de metodología, de orígenes geográficos o culturales o de afiliación institucional. Estos son los tipos de entornos académicos, vigorosos y solidarios, en los que se llevarán a cabo las deliberaciones más productivas sobre el futuro. Nos esforzamos en crear los lugares de imaginación e interacción intelectual que nuestro futuro merece.

Nuestros medios de comunicación

Common Ground Research Networks crea Redes de Investigación que se reúnen en congresos anuales. Entre congreso y congreso, los miembros de cada red también se mantienen en contacto durante el año mediante Redes de Investigación online, a través de procesos formales de publicación académica—revistas arbitradas mediante revisión por pares—, o a través de conversaciones informales en blogs. Los congresos fomentan el más amplio espectro de discursos posibles, animando a todos y a cada uno de los participantes a aportar sus conocimientos y perspectivas al debate común.

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*



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





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'

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

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





The World 4.0: Convergences of Knowledges and Machines

What is the role of Humanities in the journey to the Fourth Industrial Revolution? How important are humanistic disciplines for the kinds of challenges we face in a coming era, supposedly defined by a highly dynamic phase of industrial and social restructuring, where the adaptive capacity of societies needs to be enhanced by specific skills, with techno-social dependencies. What is the role of the Humanities in building cognitive competences, and new professional paths? What can we bring to a new lexicon of: open innovation, co-innovation, co-creation, not only as the “convergence” of peoples, but also machines, with ontologies.

The special focus of the 2019 International Conference on New Directions in the Humanities seeks to unveil the importance of SSH disciplines to the major STEM disciplines (science, technology, engineering, and mathematics). The future of our planet requires co-creation mechanisms that re-conduct ideas in fundamentally different ways, in order to result in significant value to society, organizations, products, services and business. The conference will explore how the Humanities can contribute to this future.



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.



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.

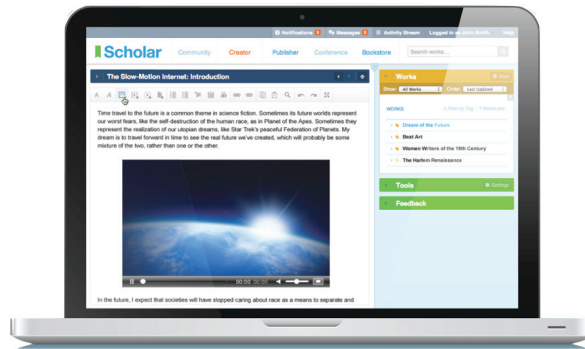
- Asunción López-Varela Azcárate, Universidad Complutense de Madrid, Madrid, Spain
- David Christian, San Diego State University, San Diego, USA
- Joan Copjec, Brown University, Providence, USA
- Mick Dodson, Australian National University, Canberra, Australia
- Oliver Feltham, American University of Paris, Paris, France
- Hamed Halila, Institut Supérieur des Langues de Tunis, Tunis, Tunisia
- Souad Halila, University of Tunis, Tunis, Tunisia
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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.

CGScholar 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.

CGScholar 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

Use CGScholar to Support Your Teaching

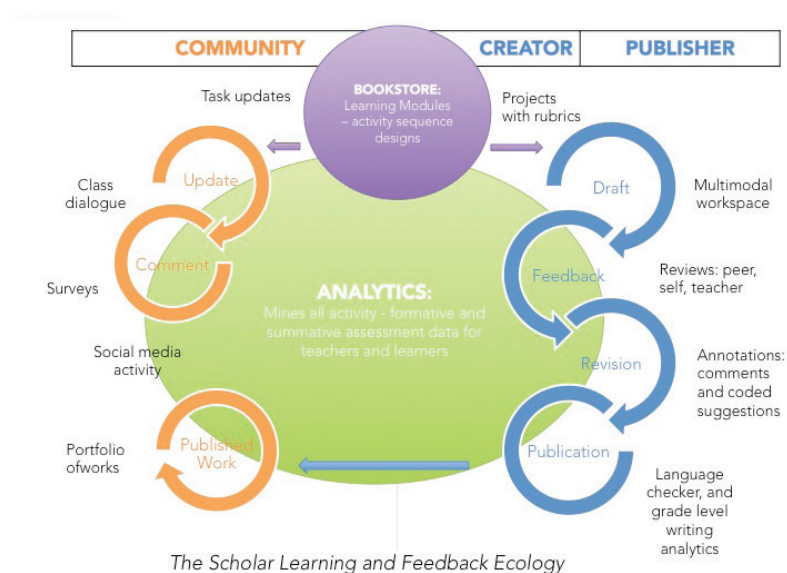
CGScholar is a social knowledge platform that *transforms the patterns of interaction in learning by putting students first*, positioning them as knowledge producers instead of passive knowledge consumers. CGScholar provides scaffolding to encourage making and sharing knowledge drawing from multiple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

CGScholar 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, CGScholar 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 CGScholar features are only available to Common Ground Research Network members as part of their membership. Please visit the CGScholar Knowledge Base for further information (https://cgscholar.com/cg_support/en).

- 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.



CGScholar 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>.

Red de Investigación de Nuevas Tendencias en Humanidades

*Discutir y estudiar cuestiones clave de
las humanidades, construir relaciones
con académicos notables en la materia y
emergentes, que plantean una amplia gama
de disciplinas y perspectivas*



La Red de Investigación indaga en las cuestiones complejas y sutiles de las Humanidades y de otras disciplinas afines. Manifiesta una inquietud por predecir cuál será el futuro de la disciplina, hacia dónde se dirige la investigación humanística. Los miembros de la comunidad tienen la oportunidad de reunirse, año tras año, en los congresos, o bien de mantenerse en contacto mediante las revistas y los libros editados por Common Ground Research Networks, los cuales están disponibles para todos gracias a las posibilidades que ofrecen los medios digitales. Los miembros que conforman esta Red de Investigación son académicos, investigadores, humanistas, consultores culturales, educadores y estudiantes de doctorado, entre otros perfiles.

Congreso

El Congreso sobre Nuevas Tendencias en Humanidades se ha ganado una excelente reputación como foro de generación de nuevas ideas y prácticas en la investigación y en la enseñanza de las Humanidades.

Los miembros de la comunidad y los nuevos asistentes provienen de todas partes del mundo. El congreso constituye un espacio de reflexión crítica en el que se dan cita tanto figuras de prestigio internacional en la disciplina, como académicos emergentes. Quienes no puedan asistir tienen la opción de enviar un artículo para someterlo a su posible publicación en las revistas asociadas.

Publicaciones

Al participar en el Congreso Internacional sobre Nuevas Tendencias en Humanidades, los autores o ponentes tienen la oportunidad de publicar en la Colección de Revistas de Humanidades, en cuyo proceso de edición, la revisión por pares se concibe desde una perspectiva constructiva e integradora.

Beneficios de la afiliación

Como miembro de la Red de Investigación, tiene acceso a una amplia diversidad de herramientas y recursos para su propio trabajo:

- Suscripción digital a las revistas en español y en inglés de la Red durante un año.
- Suscripción digital a la librería durante un año.
- Publicación de un artículo al año (previa revisión por pares).
- Participación como revisor en el proceso de revisión por pares.
- Suscripción al boletín digital de la comunidad, con noticias de la Red de Investigación.
- Opción de añadir un vídeo de presentación al canal de YouTube de la Red de Investigación.
- Acceso gratuito a la red social Scholar, incluyendo:
 - ◊ Perfil personal y portafolio de publicaciones.
 - ◊ Interacción y creación de comunidades académicas.
 - ◊ Facebook y Twitter opcional.
 - ◊ Uso complementario de la red en sus clases mediante la interacción con la comunidad Scholar, asistencia y asesoría en la revisión por pares y puesta en común de obras publicadas.





Explorar medios para ensanchar el campo de acción de las humanidades y crear un escenario crítico más amplio por medio de los estudios culturales

Examinar las formas y los efectos de la representación y la comunicación humanas

Análisis de las literaturas y las prácticas literarias, para estabilizar cuerpos de obras en tradiciones y géneros, o para desestabilizar las formas expresivas y los contenidos culturales aceptados. Examinar los cambios en el tiempo de los marcos conceptuales, modos de conocimiento y formas de ver.

Tema 1: Estudios culturales críticos

Examinar las perspectivas críticas sobre las disciplinas académicas; cómo las disciplinas tradicionales se mantienen constantes o deben responder a los cambios en las relaciones entre los seres humanos y de ellos con la sociedad, la tecnología y el medio ambiente. Considerar los modos de conocimiento, los cambios en los marcos conceptuales y las metodologías de investigación. Proponer nuevas tendencias para los estudios humanísticos.

- Humanidades interdisciplinarias y multidisciplinarias
- La relación de las humanidades con otros campos del conocimiento (tecnología, ciencias, economía)
- Creación de conocimiento: la investigación en humanidades
- Subjetividad y objetividad, verdad y relatividad
- Filosofía, conciencia y los significados del significado
- Perspectivas geográficas y arqueológicas del lugar y el movimiento humanos
- El estudio del ser humano y la humanidad, en el pasado y en el presente
- El futuro de las humanidades

Tema 2: Estudios de comunicación y lingüística

- Representaciones y expresión humanas a través del arte, los medios de comunicación, la tecnología, el diseño
- Las comunicaciones en las interacciones humanas
- Diversidad lingüística y cultura; su naturaleza y significados
- Dinámica del lenguaje: el inglés mundial, el multilingüismo, la muerte del lenguaje, el renacimiento del lenguaje
- Nuevos medios de comunicación, nuevos mensajes, nuevos significados en la "sociedad de la información"

Tema 3: Humanidades literarias

- Crítica en el análisis literario; el papel del crítico; perspectivas sobre la crítica
- Marcos conceptuales (moderno, posmoderno, neoliberal, colonialismo, poscolonialismo, etc.)
- Literaturas nacionales, mundiales y de la diáspora
- Formas literarias (ficción, la novela, poesía, teatro, la no ficción) y géneros
- Formas literarias de los medios de comunicación: fotografía, cine, video, internet
- Identidad y diferencia en la literatura



Los estudios sociales en las humanidades, donde las humanidades se encuentran con las “ciencias sociales”. Afinidades y afiliaciones y sus repercusiones dentro de las culturas y entre ellas. Problemas de políticas públicas, gobierno y controles sobre las poblaciones dentro de los países y entre ellos. La condición humana en una era de globalización.

Sobre las teorías y las prácticas de la enseñanza y el aprendizaje en las disciplinas de las humanidades y de las ciencias sociales humanísticas

Sobre los procesos cambiantes de la producción y distribución de textos, del pasado al presente, y los efectos de la digitalización, la internet y los lectores de libros electrónicos en el futuro de la publicación. Considerar los papeles cambiantes de los editores, editoriales y diseñadores, así como las variaciones del flujo de trabajo desde el autor hasta el lector.

Tema 4: Estudios cívicos, políticos y comunitarios

- Formaciones humanas: familias, instituciones, organizaciones, Estados y sociedades
- Expresiones humanas: valores, actitudes, disposiciones, sensibilidades
- Diferencias humanas: género, sexualidad, familias, raza, etnicidad, clase, (dis) capacidad
- Afinidades: nacionalidad y otras formas de pertenencia
- Globalización y sus disconformes
- Diversidad: el diálogo como imperativo local y mundial
- La dinámica de la identidad en la cultura
- Inmigración, refugiados, minorías y diáspora
- Internacionalismo, globalismo, multiculturalismo, cosmopolitanismo
- Derechos humanos
- Violencia y paz humanas
- Gobierno y política en la sociedad

Tema 5: Educación en humanidades

- Pedagogía general y de sujetos específicos
- Adquisición del lenguaje e instrucción en el lenguaje
- Aprendizaje de nuevos lenguajes (incluida la instrucción en un segundo idioma, multilingüe)
- Desarrollo profesional y educación para maestros
- Influencia de las características del aprendiente en el proceso educativo
- Educación para una humanidad nueva

Tema 6: Libros, edición y bibliotecas

- Tipografía y composición tipográfica: pasado, presente y futuro
- El libro impreso: desde la impresión tipográfica hasta la impresión a pedido
- Papeles de los autores, editores, editoriales, diseñadores.
- Lectores de libros electrónicos y dispositivos móviles
- Procesos de escritura por computadora
- Software de código abierto, acceso abierto a material digital, autoedición, así como formas “especializadas” de publicación
- Publicación multilingüe: Unicode, traducción automática y otras herramientas del comercio editorial global
- Textos multimodales: libros con animación, video, audio o conjuntos de datos
- Del lector al “usuario”: interactividad y navegación en libros
- Escritura creativa: ¿qué es la creatividad y cómo se enseña?
- Escritura para niños en una era de placeres que compiten
- Multialfabetismo: multimedia y textos multimodales en ambientes de aprendizaje
- Críticas y análisis literarios
- El papel cambiante de la biblioteca, el trabajo de los bibliotecarios hoy
- El descubrimiento de metadatos y recursos
- Indexación y catalogación en la era electrónica



El Mundo 4.0: Convergencias de máquinas y conocimientos

¿Cuál es el papel de las humanidades en la Cuarta Revolución Industrial? ¿Cuál es la importancia de las disciplinas humanísticas para afrontar los desafíos de la era que llega, definida supuestamente por una fase fuertemente dinámica de reestructuración social e industrial, donde la capacidad adaptativa de la sociedad necesita perfeccionarse mediante habilidades específicas y dependencias tecnosociales? ¿Cómo intervienen las humanidades en la construcción de competencias cognitivas y nuevos caminos profesionales? ¿Qué podemos añadir al nuevo léxico de innovación abierta, co-innovación, co-creación, entendidos no sólo como una convergencia de personas, sino también de máquinas y ontologías?

El tema especial del Congreso Internacional 2019 sobre Nuevas Tendencias en Humanidades busca descubrir la importancia que las disciplinas en Ciencias Sociales y Humanidades tienen para las disciplinas científicas, tecnológica, ingenieriles y matemáticas. El futuro de nuestro planeta requiere mecanismos de co-creación que reconduzcan las ideas de diferentes maneras, con el propósito de obtener un valor significativo para la sociedad, las organizaciones, productos, servicios y negocios. El Congreso explorará el modo en que las Humanidades pueden contribuir a este futuro.



Humanidades-ciencia-tecnología

Ahora vuelve a ser el momento para ensanchar la agenda de la tecnociencia. ¿Qué mejor que redefinir la ciencia y la tecnología como “artes”?

Las raíces occidentales de la tecnociencia son el concepto griego de la “techne” y su equivalente latino “ars”. Estas raíces hablan de un estrechamiento de la definición en los tiempos modernos, una clase de estrechamiento que deshumaniza la tecnociencia reduciéndola a programas de racionalidad meramente instrumental. Sin embargo, en un sentido más amplio “techne” y “ars” significaban arte, oficio y ciencia, una especie de sabiduría práctica que implica tanto hacer (la aplicación de la técnica mediante el uso de herramientas) como razonar (entender los principios que subyacen al mundo material y natural). Estas artes son el artificio humano y el resultado siempre está imbuido de valores estéticos —las otras artes— humanos e instrumentales. Es un artificio que no puede ser sino humano, en la totalidad del ser de nuestra especie.

De hecho, es muy posible que nuestros tiempos exijan esa redefinición. Las nuevas tecnologías y ciencias de la informática, por ejemplo, están imbuidas en enorme medida del aspecto humano de las humanidades: los diseños antropocéntricos dirigidos a hacer más utilizable el equipo, la estética visual de los diseños de pantalla, los juegos de palabras de la búsqueda y el etiquetado, los protocolos y ontologías de designación de la red semántica, las arquitecturas de información de las nuevas representaciones de los medios de comunicación, la accesibilidad y manipulabilidad de combinaciones de información que vuelven nuestra inteligencia humana irreductiblemente colectiva, y la literariedad del código que rige todo esto. De igual manera, las nuevas tecnologías y ciencias biomédicas simulan de manera única lo humano, si se consideran, por ejemplo, la ética de las biociencias y biotecnologías o la sostenibilidad de la presencia humana en los ambientes naturales.

Humanidades-economía-comercio

Hoy más que nunca, las cuestiones de lo humano surgen en el ámbito de la econoproducción e imbrican profundamente los intereses, necesidades y propósitos humanos.

Volviendo una vez más a las raíces, el griego “oikonomi” o el latín “oeconomia” integran lo humano de maneras que hoy se pierden con demasiada facilidad en medio de las concepciones modernas más estrechas de la econoproducción. En el mundo moderno, “economía” y “producción” han llegado a designar la acción y la reflexión pertenecientes a los ámbitos del trabajo remunerado, la producción de bienes y servicios, y su distribución e intercambio comercial. En su origen etimológico, sin embargo, encontramos un campo de acción más amplio: el campo del sustento material, la domesticidad (el griego “oikos” = hogar, y “nemein” = administrar), el trabajo como proyecto colaborativo de satisfacer las necesidades humanas, y el ahorro, no sólo como medio para vigilar los balances finales, sino para conservar el esfuerzo humano y los recursos naturales.

Hoy más que nunca, las cuestiones de lo humano surgen en el ámbito de la econoproducción e imbrican profundamente los intereses, necesidades y propósitos humanos. Con base en las percepciones profundas de las humanidades y en un sentido renovado de lo humano, podemos, por ejemplo, atender las urgentes cuestiones de la globalización económica y los significados y consecuencias posibles de la “economía del conocimiento”.



Las humanidades mismas

¿Y qué hay de las humanidades en sí y para sí?

En el mundo ajeno a la educación y la academia, las humanidades son consideradas por sus críticos, en el mejor de los casos, esotéricas y, en el peor, efímeras. Parecen tener menos valor práctico que los campos de la tecnociencia y la econoproducción.

Pero ¿qué puede ser más práctico, de mayor relevancia directa para nuestra propia existencia, que las disciplinas que cuestionan la cultura, el lugar, el tiempo, la subjetividad, la conciencia, el significado, la representación y el cambio? Estas disciplinas se llaman a sí mismas antropología, arqueología, pintura, comunicación, artes, estudios culturales, geografía, gobierno, historia, idiomas, lingüística, literatura, estudio de los medios de comunicación, filosofía, política, religión y sociología. Este ya de por sí es un programa ambicioso antes de considerar siquiera las ciencias sociales y las profesiones de servicio a la comunidad, que con la misma justificación pueden considerarse estrechamente relacionadas con las humanidades, e incluso materias de las humanidades entendidas más ampliamente.

En este panorama tan generalizado, el Congreso de Humanidades, la Colección de Revistas, la Editorial de Libros y el Blog de Noticias tienen dos intereses particulares:

Interdisciplinariedad: Las humanidades son un campo de aprendizaje, reflexión y acción que requiere un diálogo entre las epistemologías, perspectivas y áreas de contenido que definen las disciplinas.

Globalismo y diversidad: Las humanidades deben considerarse un espacio que reconoce la dinámica de las diferencias en la historia, el pensamiento y la experiencia humanos, y que sortea las paradojas contemporáneas de la globalización. Lo anterior sirve como correctivo de anteriores modos de pensar de las humanidades, en los que se hacían esfuerzos unilaterales por obtener la esencia singular de una agenda del humanismo.

Las humanidades demuestran su valor en espacios perturbadores. Estos ámbitos requieren diálogos difíciles, y aquí las humanidades se ponen de relieve. Es en discusiones como ésta donde podemos liberarnos de los sistemas de conocimiento restrictivos y estrechos de la tecnociencia y la econoproducción.

Los debates en el congreso y las publicaciones de las revistas, series de libros y la comunidad online van desde lo amplio y especulativo hasta lo microcósmico y empírico. Sea cual fuere su alcance o perspectiva, la preocupación fundamental es redefinir lo humano y organizar la defensa de las humanidades. En un momento en que los racionalismos dominantes siguen un camino que a veces parece llevar a la humanidad a extremos menos que satisfactorios, las disciplinas de las humanidades replantean cuestiones fundamentales de lo humano, por motivos tanto pragmáticos como redentores.



Libros y edición: su pasado, presente y futuros

¿Los medios electrónicos anuncian la muerte del libro? Para responder esta pregunta es necesario reflexionar en la historia y la forma del libro, así como en los textos electrónicos que, según se dice, plantean una amenaza. Y nuestra conclusión bien puede ser que, antes que ser eclipsado por los nuevos medios, el libro prosperará como artefacto cultural y comercial.

Desde el punto de vista tanto oriental como occidental, el libro es un antiguo medio de representación. En China, el papel se inventó en el año 105; la impresión por bloques de madera, a fines del siglo VI; la encuadernación, hacia el año 1000; y Bi Sheng inventó los tipos móviles en 1041. En Europa occidental, el códice, o manuscrito encuadernado surgió en el siglo IV, y Johannes Gutenberg inventó los tipos de metal y la imprenta en 1450. A cincuenta años de la invención de Gutenberg, había talleres de impresión en toda ciudad y población importante de Europa y se habían impreso ocho millones de volúmenes que comprendían veintitrés mil títulos.

La consecuencia fue un nuevo modo de representar el mundo. Los índices ordenaban el contenido textual y visual de manera analítica. Surgió una tradición de bibliografía y citación en la que se distinguía entre la voz y las ideas del autor y la voz y las ideas de otros autores. Se inventaron el copyright y la propiedad intelectual. Y las lenguas escritas modernas de amplio uso adquirieron predominio y se fijaron, junto con ortografías normalizadas y diccionarios alfabetizados, desplazando una miríada de lenguas minoritarias y dialectos locales escritos.

Las repercusiones fueron enormes: la educación moderna y el alfabetismo masivo, el racionalismo del conocimiento científico, la idea de que podía haber un conocimiento objetivo del mundo social e histórico, el Estado nación de individuos intercambiables, la figura del escritor individual creativo. Todas estas son, en parte, consecuencias del ascenso de la cultura del libro y dan a la conciencia moderna gran parte de su forma característica.

Hoy nos encontramos en la cima de otra transición revolucionaria o, por lo menos, los números nos dicen que lo estamos. Dentro de las dos décadas que siguieron a su invención, una porción considerable de la población mundial se ha conectado a la internet. Casi no hay un lugar en el mundo donde no sea posible conectarse a la web. Se han publicado miles de millones de páginas.

Nos vemos así lanzados a un nuevo universo de medios de comunicación textuales. Los comentaristas nos hacen promesas alternativamente utópicas y apocalípticas. Dejando atrás el mundo lineal del libro, hablan de hipertexto y lecturas no lineales, de antiguos lectores pasivos de libros cuyas obstinadas decisiones de navegación los han convertido en usuarios activos de textos, y de la representación de mundos virtuales en que lo distante se nos muestra de cerca, al instante y de manera palpable. En momentos sombríos, también hablan de una nueva desigualdad: la desigualdad de la información que se deriva de la "división digital". Y hablan de un mundo de menor interacción humana, en la medida que las personas sedentarias se encuentran cada vez más atadas a las máquinas.



La función principal del Comité Científico es supervisar la dirección intelectual de la Red de Investigación de Nuevas Tendencias en Humanidades y examinar los temas principales con la evolución propia de la disciplina. Los miembros del comité están invitados a asistir al congreso anual y a aportar nuevas perspectivas sobre el desarrollo del congreso, incluyendo sugerencia para ponentes plenarios, temas especiales y lugar de celebración. También animamos a los miembros del comité a enviar artículos para su posible publicación en la *Revista Internacional de Humanidades*.

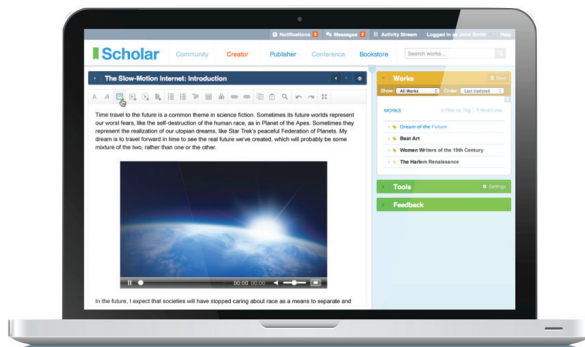
La Red de Investigación de Nuevas Tendencias en Humanidades agradece la colaboración y el apoyo continuo de los siguientes académicos y profesionales de categoría mundial.

- M^a del Pilar Núñez Delgado, Universidad de Granada, España
- Ligia Cortés Cárdenas, Universidad Nacional de Colombia, Colombia
- Antonio Martínez González, Universidad de Granada, España
- Esther Sanz de la Cal, Universidad de Burgos, España
- Luis Gonzaga Roger Castillo, Universidad de Granada, España
- Asun López-Varela, Universidad Complutense de Madrid, España
- Adriana Rodríguez Barraza, Universidad Veracruzana, México
- Jelena Bobkina, Universidad Politécnica de Madrid, España

Una red social de conocimiento e información.

Cree su perfil académico.

Desarrollado por el equipo de software de Common Ground, **Scholar** conecta a investigadores de todo el mundo en un espacio adecuado para el discurso académico y la presentación de obras científicas.



Utilice su membresía gratuita a Scholar:

- Diseñe su *perfil académico* y una lista de obras publicadas.
- Únase a una comunidad con especialidad temática o *disciplinar*.
- Establezca una nueva Red de Instigación *relevante para su área*.
- Desarrolle una *nueva obra académica* en nuestro innovador espacio de publicaciones.
- Construya una *red de revisión por pares* en torno a su obra o sus cursos.

Guía Rápida Scholar

1. Entre en <http://cgscholar.com>. Seleccione **[Sign Up]** (Conectarse) debajo de 'Create an Account' ('Crear una cuenta').
2. Introduzca un "**blip**" (Una frase muy breve para describirse a sí mismo).
3. Haga clic en el enlace de "**Find and join communities**" ("Buscar y unirse a una comunidad") situado bajo YOUR COMMUNITIES (SUS COMUNIDADES) en la barra de navegación de la izquierda.
4. Busque una comunidad a la que unirse o cree una propia.

Siguiente paso en Scholar – Complete su perfil académico

- **About (Sobre):** Incluye información sobre usted mismo, además de un CV adjunto en la barra superior azul oscuro.
- **Interests (Intereses):** Proporciona información de búsqueda de manera que otras personas con intereses similares puedan localizarle.
- **Peers (Pares):** Invite a otros a conectarse como pares y a seguir su trabajo.
- **Compartir:** Convierta su página en un portafolios de su trabajo añadiendo publicaciones aquí. Pueden ser copias del texto completo de la obra cuando tenga permiso para ello, o un enlace a la librería, biblioteca o editorial. Si selecciona la opción de acceso abierto híbrido de Common Ground, puede colgar la versión final de su trabajo aquí, permitiendo el acceso a cualquiera si selecciona la opción "Hacer público".
- **Image (Imagen):** Añada una fotografía propia aquí. Coloque el cursor sobre el avatar y haga clic en el icono lápiz/editar.
- **Publisher (Editor):** Todos los miembros de la comunidad de Common Ground tienen libre acceso a nuestro espacio de revisión por pares para sus cursos. Aquí pueden organizarlo para que los estudiantes escriban ensayos multimodales o trabajos en la página Creator (incluyendo archivos de imagen, vídeo, audio, datos u otros tipos), gestionar la revisión por pares de los estudiantes, coordinar la evaluación y compartir los trabajos de los estudiantes publicándolos en la zona de Comunidad.

Una plataforma de aprendizaje digital.

Use CGScholar como soporte docente

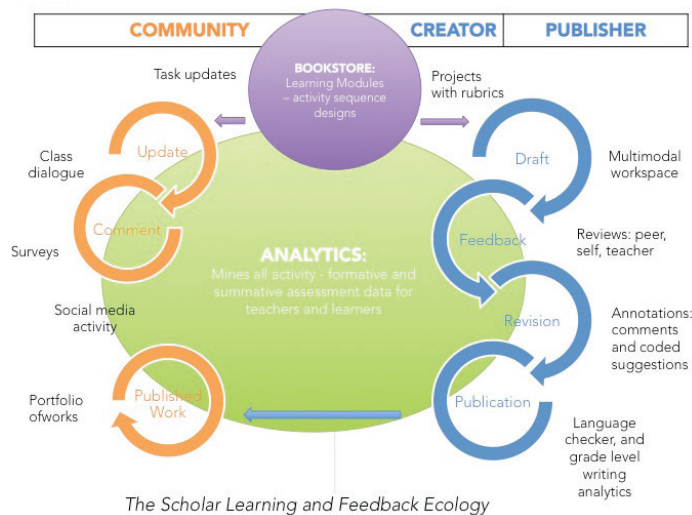
CGScholar es una plataforma social de conocimiento que *transforma los patrones de interacción en aprendizaje posicionando a los estudiantes como productores de conocimiento en lugar de consumidores pasivos del mismo*. CGScholar provee de estructuras para facilitar la creación y puesta en común del conocimiento obtenido de diversas fuentes, en lugar de memorizar el conocimiento que les ha sido presentado pasivamente.

CGScholar también da respuesta a una de las preguntas fundamentales que los estudiantes e instructores suelen hacer: “¿Lo estoy haciendo bien?”. Los modelos típicos de evaluación suelen responder a esta pregunta demasiado tarde o bien de una manera que no resulta lo suficientemente clara para contribuir significativamente a una mejora en la enseñanza.

Como resultado de un proyecto colaborativo de investigación entre Common Ground y la Facultad de Educación de la Universidad de Illinois, CGScholar tiene un espacio de Red de Investigación, una zona multimedia de escritura digital, un entorno de evaluación formativo que facilita la revisión por pares y una zona de evaluación de datos.

Las siguientes opciones de CGScholar sólo están disponibles para miembros de la Red de Investigación de Common Ground. Póngase en contacto con nosotros en support@cgscholar.com si desea tener la cuenta complementaria de educador que viene incluida con la participación en un congreso de Common Ground.

- Cree proyectos para grupos de estudiantes, incluyendo revisión por pares, borradores, revisión y publicación.
- Publique el trabajo de cada estudiante en el portafolio personal, accesible en la web de discusión para la clase.
- Cree y realice estudios y encuestas.
- Evalúe el trabajo de un estudiante empleando diversos medidores en la zona de evaluación.



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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 Journal Collection

Exploring established traditions in the humanities as well as innovative practices that set a renewed agenda for their future.

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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:
27% (2018)

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.

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Collection Editor



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

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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.





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.



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.



The Publication Process

Step 1: Review the Requirements

All article submissions must meet the requirements listed: https://cgscholar.com/cg_support/en/docs/38. Before submitting your article, please thoroughly review these requirements and revise your article to follow these rules. Initial submissions that do not meet these requirements will be returned to the author(s) for revision.

Step 2: Upload the Submission

Once you have revised your initial submission to meet the article requirements, please visit our Article Submission page: https://cgscholar.com/cg_support/en/docs/39.

Step 3: Initial Submission Accepted for Peer Review

Submitted articles are then verified against the article requirements. If your article satisfies these requirements, your identity and contact details are then removed, and the article is matched to two appropriate reviewers and sent for review. Please note, during this time authors are eligible to be selected as reviewers. Full details regarding the rules, expectations, and policies on peer review can be found on our Publication Ethics page: <http://cgnetworks.org/journals/publication-ethics>.

Step 4: Peer Review Decision

When both reviewer reports are returned, and after the reviewers' identities have been removed, you will be notified by email and provided with the reports. Articles that have been rejected once in the peer review process are allowed a second opportunity to be reviewed by two new reviewers. To be reviewed by two new reviewers, you will need to make revisions based on the comments and feedback of the first round of review, and these changes must be detailed using a change note: https://cgscholar.com/cg_support/en/docs/41-change-note. If an article is not accepted by peer review after this second opportunity, it will be withdrawn from consideration.

Step 5: Membership Confirmation

If your article has been accepted or accepted with revisions, it will enter the membership confirmation stage. We require at least one author associated with the article to have a unique Network Membership or conference registration: https://cgscholar.com/cg_support/en/docs/33-how-to-register. Please note that a paid conference registration includes a complimentary Research Network membership. The benefits of network membership are listed here: https://cgscholar.com/cg_support/en/docs/65-membership-benefits.

Step 6: Publication Agreement

Next, you will be asked to accept the Publishing Agreement. If you are interested in Hybrid Open Access, this step is the best time to register for Open Access publication: <https://cgnetworks.org/journals/hybrid-open-access>.

Step 7: Prepare the Final Submission

After the publication agreement is accepted, you will have thirty days to complete any revisions to your final submission. Please ensure your final submission meets the final submission requirements before returning your article: https://cgscholar.com/cg_support/en/docs/53. This includes criteria such as the correct use of the Chicago Manual of Style (seventeenth edition) and the other listed requirements: https://cgscholar.com/cg_support/en/docs/42. Articles that have been accepted with revisions will require a change note to be included with the final submission. Articles that do not meet these requirements will be returned for revision.

Step 8: Final Checks

Once we have received the final submission of your article, our publishing department will review your final article submission.

**Step 9: Copy Editing and Proof Inspection**

If the final submission meets the final submission requirements, the article will enter copy editing. During copy editing, our editorial staff will note minor problems with citations, references, grammar, spelling, or formatting. The author(s) will be responsible for correcting these noted problems. Careful adherence to the article template and the citation style guide will greatly minimize the need for corrections. After all copy editing notes have been resolved, we will create a typeset proof for the author(s) to inspect.

Step 10: Article Publication

Individual articles are published "Online First" to our CGScholar bookstore: <https://cgscholar.com/bookstore>. After online-first publication, complete journal issues follow annually, biannually, or quarterly, depending on the journal. Online-first published articles include a full citation and a registered DOI permalink. Be sure to keep your CGScholar profile up-to-date (<https://cgscholar.com/identity>) and add your ORCID iD (<https://orcid.org/register>) to maximize article visibility.

Submission Timeline

You may submit your article for publication to the journal at any time throughout the year. The recommended rolling submission deadlines are as follows:

- Submission Round One – 15 January
- Submission Round Two – 15 April
- Submission Round Three – 15 July
- Submission Round Four – 15 October



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International Award for Excellence

The New Directions in the Humanities Journal Collection presents an annual International Award for Excellence for new research or thinking in the area of diversity. All articles submitted for publication in the New Directions in the Humanities Journal Collection are entered into consideration for this award. The review committee for the award is selected from the International Advisory Board for the collection and the annual International Conference on New Directions in the Humanities. The committee selects the winning article from the ten highest-ranked articles emerging from the review process and according to the selection criteria outlined in the reviewer guidelines.

Award Winner, Volume 16

Mike Tadashi Sugimoto, Pepperdine University, Malibu, USA

For the Article

"Rethinking Nostalgia: Commodification Theory in Terms of the Allegory versus Symbol Debate" *The International Journal of the Humanities: Annual Review*, Volume 16

DOI: 10.18848/1447-9508/CGP/v16i01/11-24

Abstract

This article reappraises commodification theory in light of literary-aesthetic categories, specifically, allegory vs symbol, as analyzed in Walter Benjamin's criticism on German drama. As a larger framework of a modernity critique, the symbolic theory of Georg Lukács is read against the allegorical, critical impulse of Walter Benjamin.





Research Network Membership and Personal Subscriptions

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Revista Internacional de Humanidades

*Estamos comprometidos con la creación de un
marco intelectual de referencia y apoyo para
el diálogo interdisciplinario que tenga como
fundamento las distintas tradiciones en las
humanidades*



DOI:
10.18848/2474-5022/CGP

Fundada:
2011

ISSN:
2474-5022 (versión impresa)
2253-6825 (versión electrónica)

Frecuencia de publicación:
semestral

Sitio web:
las-humanidades.com

La *Revista Internacional de Humanidades* proporciona un espacio para el diálogo y la publicación de nuevos conocimientos en el seno de las humanidades que se sustentan sobre tradiciones pasadas, al tiempo que permiten establecer un programa renovado para un futuro que incorpore además la transformación digital de estos saberes. Las humanidades son un ámbito de aprendizaje, reflexión y acción, y un lugar de diálogo entre distintas epistemologías, perspectivas y áreas de conocimiento. En estos inestables lugares de entrecruzamiento del saber humano, las humanidades podrían ser capaces de neutralizar la estrechez de miras de los modernos sistemas de conocimiento.

Editora:



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

Revisores

Los artículos publicados en la *Revista Internacional de Humanidades* están sujetos a revisión por pares de expertos que son miembros activos de la Red de Investigación de Nuevas Tendencias en Humanidades. Los revisores pueden ser ponentes de congresos pasados o presentes, participantes en la revista o expertos que se han ofrecido voluntarios para revisar los artículos (y han sido seleccionados por el equipo editorial de Common Ground). Esta implicación en la red de investigación, así como el sistema de evaluación de Common Ground, sinérgico y basado en criterios precisos, se distingue del proceso de revisión por pares de revistas que tienen una aproximación más jerárquica al sistema de evaluación. Los artículos se asignan a los revisores en conformidad con sus intereses académicos y el campo en el que son expertos. Por su valiosa asistencia y recomendaciones para la publicación, se reconoce el papel de los revisores incluyéndolos en el volumen donde figuran los artículos de investigación que han revisado. Así, además del editor de la *Revista Internacional de Humanidades* y del Comité Científico, los revisores contribuyen significativamente a la calidad editorial y al contenido de la colección.



El proceso de publicación

1. **Fase 1: Compruebe los requerimientos:** Todos los artículos que se envíen deberán cumplir los criterios que aparecen listados en nuestra página de directrices de autor. Le rogamos que realice una revisión exhaustiva de su artículo antes de enviárnoslo, a fin de asegurar el cumplimiento de estos criterios. Puede consultarlas aquí: <https://cgespanol.org/support/directrices-para-los-autores>
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<https://cgespanol.org/support/envio-de-articulos>

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5. **Fase 5: Resolución de la revisión por pares:** Cuando se disponga de ambos informes de la revisión, se le enviarán adjuntos en un correo electrónico —preservando el anonimato de los revisores— junto con la decisión que han tomado acerca de su artículo.

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6. **Fase 6: Confirmar membresía:** Si su artículo es aceptado, o bien se aceptará cuando aplique la revisión requerida, procederemos a verificar su membresía. Se requiere que el autor —al menos uno de los autores, si se trata de un trabajo conjunto— cuente con una membresía en la red de investigación correspondiente, o bien que se haya inscrito para asistir a un congreso.

Tenga presente que:

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7. **Fase 7: Acuerdo de Publicación:** A continuación, le pediremos que acepte los términos de nuestro acuerdo editorial. Si se decanta por la modalidad de acceso abierto híbrido, este es el momento más oportuno para contratar las opciones de publicación con acceso abierto. También puede que esté interesado en consultar la información relativa a derechos y licencias del autor.



8. **Fase 8: Prepare su artículo para el envío final:** Tras aceptar los términos del acuerdo, dispondrá de 30 días para completar las revisiones que requiera la versión definitiva de su artículo y enviárnoslo. Antes de proceder con el envío, debe asegurarse de que la versión final cumpla con las directrices para el envío final que puede consultar en: <https://cgspanol.org/support/envio-final-directrices>. Incluye, entre otras cosas, el uso de notas bibliográficas según el Manual de Estilo Chicago, 17ª Edición, plantilla para los artículos, etc. Los artículos aceptados con revisiones deben incluir el formulario de cambios.

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9. **Fase 9: Comprobaciones finales:** Tras recibir el envío final de su artículo, nuestro departamento editorial realizará unas últimas comprobaciones, antes de la edición.

10. **Fase 10: Edición:** Si la versión final del artículo reúne los criterios establecidos, comenzará a editarse. Durante el proceso, nuestro equipo editorial le informará sobre los pequeños errores e irregularidades que detecte en el texto —si los hubiera—. Puede tratarse de problemas relativos a citas y referencias, errores ortográficos, gramaticales o inconsistencias en el formato. Corre por cuenta del autor —o autores— realizar las correcciones oportunas. Si se ajusta al formato de la plantilla para artículos, y observa escrupulosamente las normas de citación del manual de estilo Chicago, minimizará la incidencia de correcciones a posteriori. Cuando el autor haya aplicado las correcciones requeridas, elaboraremos una “prueba de imprenta” para mostrarle el resultado.

11. **Fase 11: Publicación del Artículo:** Los artículos se publican, en primer lugar, en nuestra librería virtual inserta en la plataforma CGScholar. Después de la publicación online, los números completos de las revistas se publican en marzo y septiembre (periodicidad semestral). Los artículos publicados online incluyen una citación completa y una dirección DOI permanente. No olvide mantener su perfil CG Scholar actualizado, o agregar su ORCID iD a fin de maximizar la visibilidad de su artículo.

Fechas de envío

Puede enviar su artículo para publicación en la revista en cualquier momento del año. Las fechas límite son las siguientes:

- Primera Ronda de Envíos – 15 de marzo
- Segunda Ronda de Envíos – 15 de septiembre

Nota: Si el artículo se envía después de la fecha límite para el volumen de la revista, se tendrá en cuenta para su publicación en el siguiente volumen. Cuanto antes lo envíe, más rápidamente pasará a fase de revisión por pares. Además, puesto que publicamos primero online, un pronto envío permite que su artículo sea publicado con citación completa tan pronto como esté listo, incluso antes de que el número de la revista se publique.





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Todas las revistas de Common Ground tienen Acceso Abierto Híbrido. Esta es una opción cada vez más ofrecida tanto por las editoriales universitarias como por las comerciales.

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Para más información sobre cómo poner su artículo en Acceso Abierto, o para más información sobre el Acceso Abierto Institucional, contacte con nosotros en soporte@cgespanol.org.

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Edited collections addressing a clear theme or collections of articles previously published in Common Ground Research Networks journals.



Classics

Re-issued or out-of-copyright classics with new introductions.

Why Publish With Us?

We're not focused solely on the size of potential markets or competition from other books. We're only interested in the quality of the work.



Inclusive

Submissions from across national origins, experiences, and disciplinary perspectives.



Broad or Niche

We are not driven solely by potential sales, but by the quality of the work. Books on niche topics or specialized subjects are welcome.



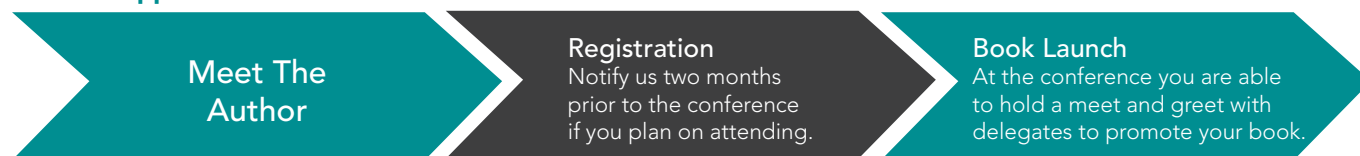
Better Feedback

Our process pairs authors with reviewers specialized in the area topic.





Author Support



Five Minute Q&A Video

Newly published authors are encouraged to send in a five minute video about themselves that will allow them to interact with their readers. Once approved, the video will be uploaded to scholar, and shared through Common Ground Research Networks social media.

- What made you write about this subject?
- What is your favorite chapter of the book?
- What is your writing process like?
- What is the message that you would take away from your book?



Scholar Account

Every author is given a Common Ground Scholar Account. This account will allow learners to represent their knowledge multi-modally in the 'cloud' - with text, image, audio, video and dataset, all in the one space. A space to interact with people who have read or who are interested in your book. Scholar acts as your own scholarly social network for you to promote your book and interact with peers in a similar field of study.

Call for Book Reviewers

Common Ground Research Networks is seeking distinguished peer reviewers to evaluate book manuscripts.

As part of our commitment to intellectual excellence and a rigorous reviewing process, Common Ground sends book manuscripts that have received initial editorial approval to peer reviewers to further evaluate and provide constructive feedback. The comments and guidance that these reviewers supply is invaluable to our authors and essential part of the publication process.

We recognize the important role of reviewers by acknowledging book reviewers as members of the Editorial Review Board for a period of at least one year. The list of members of the Editorial Review Board will be posted on our website.

If you would like to review book manuscripts, please send an email to books@cgnetworks.org with:



A brief description of your professional credentials



A list of your areas of interest and expertise



A copy of your CV with current contact details



Creation Sounds: Music, Gender and Performativity in Contemporary Latin American Literature

Maria Figueredo



ISBNs:

978-1-61229-949-5 (hbk)

978-1-61229-950-1 (pbk)

978-1-61229-951-8 (pdf)

132 Pages

Network Website:

thehumanities.com

DOI:

10.18848/978-1-61229-951-8/CGP

This book considers the role of music in multi-mediated formats that privilege the performative elements of meaning production. By examining innovations by Latin American writers, the intertextual relationships between the historical weight of influential voices are juxtaposed with twenty-first-century acts of writing. The reception of texts mixes a plethora of voices, meta-histories and experiences, thereby co-existing and inhabiting plural spaces onsite and online. The mediation of installations, performances and digital technologies expands encounters with sound and image beyond specifically bound sites. The presence, or irruption, of musical allusions and references to sound within the literary text is at the heart of the discussion, as is performance. Bibliographical data garnered from literary criticism published between 2007 and 2016 informs and illustrates the possible links between literature and music, with particular emphasis on: (a) the musicalization of the novel in contemporary Latin American writing; (b) the incorporation of poetry, visuals and musical accompaniment to the production of literary texts, the shifts in the reader-text relationship and the nature of literary culture; (c) and discussions on the performativity of reading and the role of musical elements in the phenomenology of the text. In addition to examining the various ways that music can interact with literary works, this book makes available (some for the first time) in English translation, the poetry, prose and multimedia productions of Latin American writers who are among the most salient and groundbreaking of the twentieth and twenty-first centuries.

Author Bio:

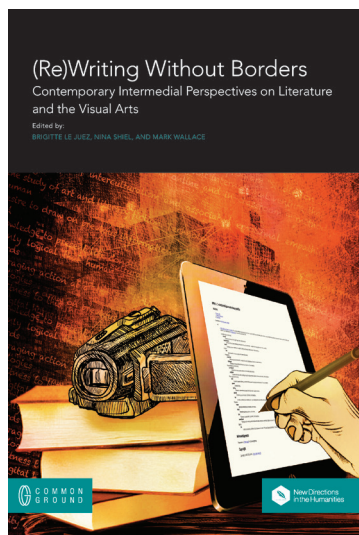
Dr. Figueredo is a scholar of literature's relationship to music and member of the League of Canadian Poets. Her first book *Poesía y canto popular: Su convergencia en el siglo XX. Uruguay, 1960-1985* examined the socio-political process of poetry set to music. A guitarist and singer-songwriter, she records and performs internationally.





(Re)Writing Without Borders: Contemporary Intermedial Perspectives on Literature and the Visual Arts

Brigitte Le Juez, Nina Shiel, and Mark Wallace (eds.)



ISBNs:

978-1-61229-991-4 (hbk)
978-1-61229-992-1 (pbk)
978-1-61229-993-8 (pdf)

220 Pages

Network Website:

thehumanities.com

DOI:

10.18848/978-1-61229-991-4/CGP

Among the vehicles for personal, national or global expressions and exchanges around cultural matters, the arts have always held a pivotal position. The diverse range of approaches and of study texts in *(Re)Writing Without Borders: Contemporary Intermedial Perspectives on Literature and the Visual Arts* celebrates the proliferation of word and image media, and the porosity between them, and attests to the continuing relevance of literature and the visual arts in producing and reproducing meaning within contemporary contexts. The essays gathered here examine cross-artistic encounters with a view to capture the most up-to-date interaction between literature and the visual arts. The breadth of expertise from an international array of authors offers a collective and thorough examination of diverse critical approaches that explore how topics such as adaptation and ideology, modernization of traditional genres, relations between art and digital graphics, or ekphrastic narratives, are expressed through different types of texts and media.

Editor Bios:

Brigitte Le Juez is Associate Professor of Comparative Literature at Dublin City University, Ireland, and chief editor of the *European Journal of Comparative Literature*. In 2015, she co-edited the volume *Shipwreck and Island Motifs in Literature and the Arts* (Brill). She regularly acts as guest-editor for academic journals.

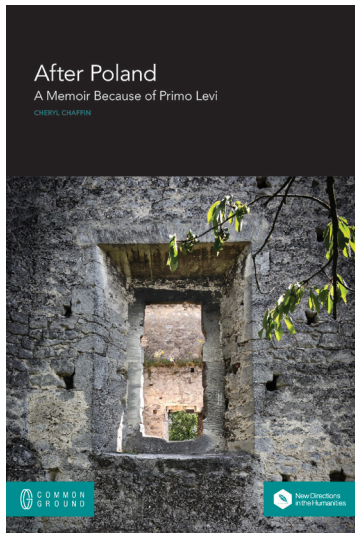
Nina Shiel (PhD) is a graduate of Dublin City University and Trinity College Dublin, Ireland. She is interested in all forms of interacting texts and images, and their use in society. She is currently based in Lancaster University, UK, and working in interdisciplinary research.

Mark Wallace was awarded his PhD from Dublin City University, Ireland, in 2016 for the thesis *The Unspeakable Victorian: Thomas Carlyle, Ideology and Adaptation*. He then worked in DCU's Higher Education Research Centre and recently co-edited the *Guide for Universities Engaging in Social Responsibility* (UNIBILITY, 2017) with Katharina Resch.



After Poland: A Memoir Because of Primo Levi

Cheryl Chaffin



ISBNs:

978-1-86335-007-5 (hbk)

978-1-86335-008-2 (pbk)

978-1-86335-009-9 (pdf)

200 Pages

Network Website:

thehumanities.com

DOI:

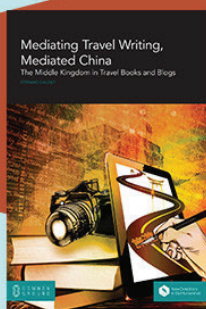
10.18848/978-1-86335-009-9/CGP

In *If This Is a Man* Italian Jewish writer Primo Levi wrote an ethical treatise on how to regain humanity after atrocity. His need to write developed at Auschwitz. Upon return to Italy in late 1945, he began to compose his first testimonial work. In *After Poland*, a story written as both a biography and a memoir, scholar Cheryl Chaffin travels to Poland because of her love for Levi's writing and his story. As a student in Italy in the 1980s, Chaffin first discovered Levi's work. Years later, his words accompany her through sites of memory and modern streets of rebuilt cities and towns. Chaffin turns to Polish art, poetry, photography, and politics to make sense of interconnected histories. This is a literary love story of one's woman's confrontation with the trauma of history. In deep engagement with Levi's writing, she discovers her own ethical response to the world and learns how to live in response to the histories that haunt us.

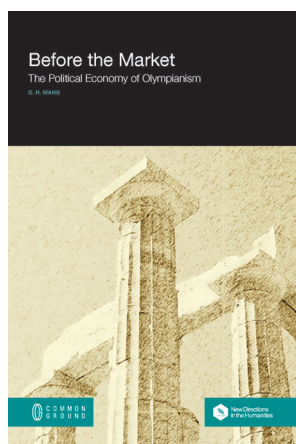
Author Bio:

Cheryl Chaffin has an MFA in Writing and a Ph.D. in Humanities. She teaches composition and literature at Cabrillo College in California. In 2014 she travelled to Poland with Auschwitz Jewish Center Fellows. She is currently writing a second book, *The Bright Dream: A Writer's Return to Italy*. Cheryl's writing has appeared in *The Sun*, *Poesy*, *Porter Gulch Review*, *Literary Mama*, *InPrint*, *Mothers and Daughters*, *Penumbra*, *Catamaran Literary Reader*, and, *Ex-Centric Narratives*.





New Directions in the Humanities Book Imprint

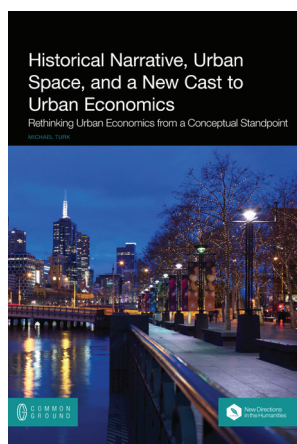


Before the Market: The Political Economy of Olympianism

Donni Wang

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

This book conceptualizes a powerful alternative to capitalism by uncovering a forgotten system of social and economic relations that was calibrated on the basis of the democratic ideals of ancient Greece.



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

Michael H. Turk

DOI:
10.18848/978-1-61229-945-7/CGP

Recognition of the centrality of historical narratives and the topological nature of urban space in framing urban economics has broad implications for economic theory and policy matters affecting urban development.

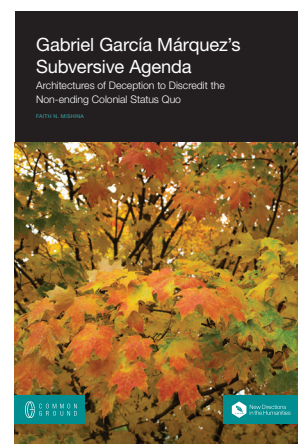


Emotion and Plot in the Premodern English-Language Novel

Cynthia Whissell

DOI:
10.18848/978-1-61229-972-3/CGP

The emotional tone of a novel is conveyed in the emotionality of its words. In this work, quantitative techniques based on words measure emotionality and employ it to describe the plots of various great English novels.



Gabriel García Márquez's Subversive Agenda: Architectures of Deception to Discredit the Non-Ending Colonial Status Quo

Faith N. Mishina

DOI:
10.18848/978-1-61229-899-3/CGP

Gabriel García Márquez's Subversive Agenda celebrates his metaphoric mind which creates a deliberate but highly imaginative textual architectures of deception to house the game of a saboteur of the status quo.

New Directions in the Humanities Conference

Discussing and examining key issues in the humanities, and building face-to-face relationships with leading and emerging scholars from the field that represent a broad range of disciplines and perspectives



Conference History

First held at the University of the Aegean on the island of Rhodes in Greece in 2003, the International Conference on New Directions in the Humanities has moved its location each year to different countries and continents, each offering its own perspectives on the human condition and the current state of studies of the human. This research network is brought together by a shared commitment to the humanities and a concern for their future.

The International Conference on New Directions in the Humanities 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.

Past Conferences

- 2003 - University of the Aegean, Rhodes, Greece
- 2004 - Monash University Centre, Prato, Italy
- 2005 - Cambridge University, Cambridge, UK
- 2006 - University of Carthage, Tunis, Tunisia
- 2007 - American University of Paris, France
- 2008 - Fatih University, Istanbul, Turkey
- 2009 - Beijing, China
- 2010 - University of California, Los Angeles, USA
- 2011 - Universidad de Granada, Spain,
- 2012 - The Centre Mont-Royal, Montréal, Canada
- 2013 - Faculty of the Humanities, Eötvös Loránd University, Budapest, Hungary
- 2014 - Universidad CEU San Pablo, Madrid, Spain
- 2015 - University of British Columbia, Vancouver, Canada
- 2016 - University of Illinois at Chicago, Chicago, USA
- 2017 - Imperial College London, London, UK
- 2018 - University of Pennsylvania, Philadelphia, USA

Plenary Speaker Highlights:

The International Conference on New Directions in the Humanities has a rich history of featuring leading and emerging voices from the field, including:

- Tariq Ali, Writer & Filmmaker, London, UK (2003, 2006)
- Patrick Baert, Head of Department of Sociology, Cambridge University, Cambridge, UK (2005)
- David Christian, Professor, Macquarie University, Sydney, Australia (2004)
- Joan Copjec, Professor, Brown University, Providence, USA (2006)
- Constance Crompton, Assistant Professor, Digital Humanities, University of British Columbia at Okanagan, Canada (2015)
- Jack Goody, Professor, St John's College, Cambridge, UK (2004, 2005)
- Ted Honderich, Professor Emeritus, University College London, London, UK (2005, 2007)
- Douglas Kellner, Distinguished Professor, University of California, Los Angeles, USA (2010)
- Krishan Kumar, Professor, University of Virginia, Charlottesville, USA (2004, 2007)
- Juliet Mitchell, Director, Expanded Doctoral School in Psychoanalytic Studies, University College London, London, UK (2003, 2005)
- Tom Nairn, Research Fellow, Durham University, Durham, UK (2003)
- Kate Soper, Visiting Professor, University of Brighton, Brighton, UK (2006)
- Gayatri Chakravorty Spivak, Professor, Columbia University, New York, USA (2003, 2007)
- Siva Vaidhyanathan, Professor, University of Virginia, Charlottesville, USA (2005)





Past Partners:

Over the years, the International Conference on New Directions in the Humanities has had the pleasure of working with the following organizations:



American University of Paris
Paris, France (2007)



Center for Comparative
Literature and Society
Columbia University
New York City, USA (2007)



CEU San Pablo University
Madrid, Spain (2014)



European Society of
Comparative Literature
(Network Partner)



Globalism Institute
RMIT University
Melbourne, Australia
(2003–2011)



Institute for Citizenship
and Globalisation
Deakin University
Geelong, Australia (2006)



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



Universidad Complutense
Madrid
Madrid, Spain
(Network Partner)



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



University of the Aegean
Greece (2003)

Become a Partner

Common Ground Research Networks has a long history of meaningful and substantive partnerships with universities, research institutes, government bodies, and non-governmental organizations. Developing these partnerships is a pillar of our Research Network agenda. There are a number of ways you can partner with a Common Ground Research Network. Please visit the CGScholar Knowledge Base (https://cgscholar.com/cg_support/en) to learn how to become a partner.



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 48 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.





Principios y Características del Congreso

La estructura de los congresos de Common Ground Research Networks se basa en cuatro principios básicos que motivan todos los aspectos de la Red de Investigación.

Internacional

Los congresos se celebran en diferentes lugares del mundo para favorecer que los ponentes conozcan y experimenten diferentes países y ubicaciones. Pero, aún más importante, el Congreso Internacional sobre Nuevas Tendencias en Humanidades ofrece una oportunidad tangible y significativa para conocer a académicos de diversas culturas y enfoques heterogéneos. Este año concurrirán delegados provenientes de 48 países diferentes, lo que supondrá una oportunidad sin parangón para establecer contacto con colegas que proceden de diferentes lugares del planeta.

Interdisciplinar

A diferencia de congresos de asociaciones en los que asisten delegados con experiencia y especialidad similares, estos congresos reúnen a investigadores, profesionales y académicos de una amplia gama de disciplinas, que tienen en común su interés por los temas y la problemática propia de esta Red de Investigación. Como resultado, los temas se abordan desde una variedad de perspectivas, se estiman los métodos interdisciplinarios y se anima al respeto mutuo y la colaboración.

Inclusivo

Son bienvenidas, tanto en las redes de investigación como a los congresos, todas aquellas personas cuyo trabajo académico sea sólido y competente, sin importar su disciplina, cultura, institución o trayectoria curricular. Ya sea profesor emérito, estudiante graduado, investigador, docente, político, profesional o administrador, su trabajo y su voz pueden contribuir a la base colectiva de conocimiento que se crea y se comparte en estas redes.

Interactivo

Con la finalidad de maximizar el beneficio que aporta la diversa riqueza cultural, curricular y de los diferentes enfoques que confluyen en el Congreso, resulta necesario incrementar las oportunidades de expresión, diálogo, participación e interacción. El Congreso ofrece diversos formatos de sesiones —que comprenden diferentes grados de estructuración— para brindar estas oportunidades.



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 Conversation.



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.



Innovation Showcase

Researchers and innovators present products or research and development. All presentations should be grounded in presenters research experience. Promotional conversations are permissible, however, products or services may not be sold at the conference venue.





Ponencias plenarias

Los ponentes plenarios, elegidos de entre los más destacados pensadores del mundo, ofrecen ponencias formales sobre temas de amplio interés para la Red de Investigación y los participantes del congreso. Uno o más oradores están programados en una ponencia plenaria, casi siempre la primera del día. Por regla general no hay preguntas ni conversación durante estas sesiones. Los oradores plenarios responden preguntas y participan en charlas informales y prolongadas durante sus conversaciones en el jardín.



Charlas de jardín

Las conversaciones en el jardín son sesiones informales, no estructuradas que brindan a los delegados la oportunidad de reunirse con oradores plenarios y conversar tranquilamente sobre temas derivados de su ponencia. Cuando el lugar y el clima lo permiten tratamos de acomodar sillas en círculo en el exterior.



Mesas redondas

Celebradas el primer día del congreso, las mesas redondas constituyen una de las primeras oportunidades para conocer a otros participantes con intereses y preocupaciones similares. Los participantes eligen los grupos que prefieren según grandes áreas temáticas y se enfrascan en largas conversaciones sobre los asuntos y preocupaciones que les parecen de mayor relevancia para ese segmento de la red de investigación. Quizá guíen la conversación preguntas como "¿Quiénes somos?", "¿Qué tenemos en común?", "¿Qué retos enfrenta hoy la sociedad en esta materia?", "¿Qué desafíos afrontamos para construir conocimiento y operar cambios significativos en este asunto?" Cuando es posible, se lleva a cabo una segunda Mesa redonda el último día del congreso, para que el grupo original vuelva a reunirse y discuta sus cambios de puntos de vista y opiniones a raíz de la experiencia del congreso. Los informes de las Mesas redondas dan a los participantes un marco para sus últimas conversaciones durante la sesión de clausura.



Ponencias temáticas

Las ponencias temáticas se agrupan por temas generales en sesiones compuestas por tres o cuatro ponencias, seguidas de una discusión grupal. Cada ponente de la sesión realiza una ponencia formal de su trabajo, que dura 20 minutos; una vez presentados todos, sigue una sesión de preguntas y respuestas, y una de discusión grupal. Los moderadores de la sesión presentan a los ponentes, miden el tiempo de las ponencias y facilitan la discusión.



Coloquios

Los coloquios son organizados por un grupo de colegas que desean presentar varias dimensiones de un proyecto o perspectivas sobre un asunto. A cuatro o cinco ponencias formales breves siguen comentarios, discusiones grupales o ambos. Se puede presentar a la revista uno solo o múltiples artículos con base en el contenido de un coloquio.



Exposición de innovaciones

Investigadores e innovadores muestran sus productos o sus ideas en lo concerniente a I+D. Todas las presentaciones deben basarse en la experiencia investigadora de los ponentes. Se permite la promoción de productos o servicios, pero no su venta en la sede del Congreso.



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.



Discusiones enfocadas

Para un trabajo que se presta más a la discusión o el debate, mejor que exponerlo mediante una ponencia formal, estas sesiones proporcionan un foro para una conversación de mesa redonda extendida entre un autor y un pequeño grupo de colegas interesados. Varias de dichas discusiones ocurren simultáneamente en un área especificada, con cada mesa de autor designada por un número correspondiente al título y tema enumerado en el programa previsto. Se usan resúmenes de las ideas principales del autor o de puntos de discusión para estimular y guiar el discurso. Se puede enviar a la revista un solo artículo con base en el trabajo académico e informado por la discusión centrada como corresponda.



Talleres

Los talleres implican una amplia interacción entre ponentes y participantes en torno a una idea o una experiencia práctica de una disciplina aplicada. Estas sesiones también pueden adoptar formato de panel, conversación, diálogo o debate preparados, todos con una considerable participación del público. En un taller puede someterse a aprobación para la revista un solo artículo (de varios autores, si se considera oportuno).



Sesiones de pósteres

Las sesiones de pósteres presentan los resultados preliminares en progreso o proyectos que se prestan a proyecciones y representaciones visuales. Estas sesiones permiten participar en discusiones informales con delegados interesados acerca del trabajo.



Ponencia virtual breve

La ponencia virtual breve es una presentación rápida en videos de 5 minutos. Los autores presentan resúmenes o perspectivas generales sobre su trabajo, describiendo las características principales (como propósito, procedimiento y resultado). De la misma manera que las ponencias de artículos, las charlas rápidas se agrupan de acuerdo con los temas o perspectivas en sesiones temáticas. Animamos a los autores a enviar videos en el tradicional estilo de conferencia o videos que empleen apoyo visual como PowerPoint. El video final debe enviarse con un mes de antelación a la fecha de inicio del congreso. Después del congreso, los videos se subirán al canal de YouTube de la Red de Investigación. Los artículos completos basados en ponencias virtuales breves también se pueden enviar para considerarlos para la revista.



Póster virtual

Este formato es ideal para presentar los resultados preliminares de trabajo en progreso o proyectos que se prestan a proyecciones y representaciones visuales. Cada póster debe incluir un breve resumen del objetivo y procedimientos del trabajo. Después de la aceptación, se les brinda una plantilla a los presentadores y los pósteres virtuales se envían como un PDF o un PowerPoint. Los pósteres finales se deben enviar al menos un mes antes de la fecha de inicio del congreso. Los artículos completos basados en un póster virtual también se pueden enviar para considerarlos para la revista.



Wednesday, 3 July

8:00–9:00	Conference Registration Desk Open and Welcome Coffee/Mesa de inscripción abierta
9:00–9:30	Conference Opening/Inauguración del Congreso—Dr. Bill Cope, President, Common Ground Research Networks, Champaign, United States
9:30–10:00	Plenary Session/Sesión plenaria (en inglés)—Dr. Gabi Lombardo, European Alliance for Social Sciences and Humanities, Director, Brussels, Belgium
10:00–10:30	Garden Conversation/Charlas de jardín
10:30–11:15	Talking Circles/Mesas redondas Room A11 - Estudios culturales críticos (español) Room A12 - Estudios de comunicación y lingüística (español) Room A13 - Humanidades literarias (español) Room C1 - Estudios cívicos, políticos y comunitarios (español) Room C2 – Critical Cultural Studies (English) Room C3 – Communication and Linguistics Studies, and Humanities Education (English) Room C5 – Literary Humanities (English) Room C6 – Civic, Political, and Community Studies (English)
11:15–11:30	Transition Break/Pausa
11:30–12:45	Parallel Sessions/ Sesión plenaria (en español)— David Alonso García, Profesor, Universidad Complutense de Madrid, Madrid, España
12:45–13:45	Lunch/Almuerzo
13:45–15:25	Parallel Sessions/Sesiones paralelas
15:25–15:40	Coffee Break/Pausa para el café
15:40–17:20	Parallel Sessions/Sesiones paralelas
19:00–20:30	Conference Opening Reception and Live Flamenco Music/Recepción de bienvenida y música flamenco

Thursday, 4 July

8:30–9:00	Conference Registration Desk Open/Mesa de inscripción abierta
9:00–9:15	Daily Update/Noticias del día—Dr. Bill Cope, President, Common Ground Research Networks, Champaign, United States
9:15–9:45	Publishing Your Book or Article with Common Ground Research Networks/Publicar su artículo con Common Ground Research Networks
9:45–10:15	Plenary Session/Sesión plenaria (en inglés)—Dr. Asun López-Varela, Universidad Complutense de Madrid, Madrid, Spain
10:15–10:45	Garden Conversation/Charlas de jardín
10:45–11:00	Transition Break/Pausa
11:00–12:15	Parallel Sessions/ Sesión plenaria (en español)—Juan Manuel Trujillo Torres, Profesor, Universidad de Granada, España
12:15–13:15	Lunch/Almuerzo
13:15–14:55	Parallel Sessions/Sesiones paralelas
14:55–15:15	Coffee Break/Pausa para el café
15:15–16:00	Parallel Sessions/Sesiones paralelas
16:00–16:15	Transition Break/Pausa
16:15–17:55	Parallel Sessions/Sesiones paralelas





Friday, 5 July

8:00–8:45	Conference Registration Desk Open/Mesa de inscripción abierta
8:45–9:00	Books, Publishing, and Libraries Conference Opening/Inauguración del Congreso de Libros, Edición y Bibliotecas—Dr. Bill Cope, President, Common Ground Research Networks, Champaign, United States
9:00–9:10	Daily Update/Noticias del día—Dr. Bill Cope, President, Common Ground Research Networks, Champaign, United States
9:10–9:40	Plenary Session/Sesión plenaria—Dr. Bill Cope, President, Common Ground Research Networks, Champaign, United States
9:40–10:10	Garden Conversation/Charlas de jardín
10:10–10:55	Talking Circles II Room A2 - Estudios culturales críticos (español) Room A3 - Estudios de comunicación y lingüística (español) Room A4 - Humanidades literarias (español) Room A5 - Estudios cívicos, políticos y comunitarios (español) Room A10 – Critical Cultural Studies and Civic, Political, and Community Studies (English) Room A11 – Communication and Linguistics Studies, and Humanities Education (English) Room A12 – Literary Humanities (English) Room A13 – Publishing Practices: Past, Present, and Future; and 2019 Special Focus: Publishing Eceologies and the Fourth Industrial Revolution (English) Room C6 – Reading, Writing, Literacy, and Learning; and Books and Libraries
10:55–12:35	Parallel Sessions/Sesiones paralelas
12:35–13:15	Lunch/Almuerzo
13:15–14:00	Parallel Sessions/Sesiones paralelas
14:00–14:20	Coffee Break/Pausa para el café
14:20–16:00	Parallel Sessions/Sesiones paralelas
16:00–16:15	Transition Break/Pausa
16:15–17:30	Parallel Sessions/Sesiones paralelas
17:30–17:40	Transition Break/Pausa
17:40–18:00	Conference Closing and Award Ceremony/Clausura del Congreso—Dr. Bill Cope, President, Common Ground Research Networks, Champaign, United States



Featured Sessions

“Rethinking Nostalgia: Commodification Theory in Terms of the Allegory versus Symbol Debate”

Dr. Mike Tadashi Sugimoto, Assistant Professor, Pepperdine University, Malibu, CA, United States

Journal Award Winner

Wednesday, 3 July | Time: 13:45–15:25 | Room A3: Literary Reflections

Overview: This study reappraises commodification theory and the production of nostalgia, analyzing the literary-aesthetic categories of allegory versus symbol, as explored through the work the critics, Walter Benjamin and George Lukacs. Both authors offering powerful critiques of modernity, Georg Lukacs's theory of the proletariat resolves class struggle largely in terms of aesthetic categories, recapturing social and philosophic unity. By contrast, Walter Benjamin's aesthetics of fragmentation as seen in his emphasis of the frames of photography. However, Benjamin's discussion of the orchestra pit in theater explores allegorical structures that, while fragmentary, would seem to ambiguously explore the promise of an alternative unity (namely, 'aura') while embracing the reality of rupture. Put differently, there is a cautious optimism even in the analysis of fascism in Benjamin's 1936 artwork essay. Finally, I analyze these contrasting aesthetic impulses through the conventions of the Hollywood musical, *Singin' in the Rain*, in its presentation of artifice and device as foils overcome in the 'real' life portrayed in film; in effect, self-consciously producing a fantasy of the real.

Special Events

Pre-Conference Tour: Walking Tour of Granada

Tuesday, 2 July 2019 | Time: 18:00 (6:00 PM) | Duration: Approximately 2 hours | Price: US\$25

Meeting Location: Plaza Nueva Square (next to the fountain), Plaza Nueva 18010 Granada, Spain

Join other conference delegates and plenary speakers the day before the conference for a walking tour of Granada. On this tour, we will visit Plaza Nueva and Plaza Larga, Carrera Darro (the most beautiful streets of the city along the river), and the old walls and gates of Granada.

Note: It is recommended to wear comfortable footwear as this tour includes climbs up the slopes.

Conference Opening Reception and Live Flamenco Music

Wednesday, 3 July | Time: 19:00–20:30 (7–8:30 PM)

Location: Taberna Matipé, Calle Enriqueta Lozano, 14, 18009 Granada | **Cost:** Free for all conference delegates

Common Ground Research Networks will hold an opening reception at the Taberna Gastro-Pub Matipé. Join other delegates and plenary speakers to enjoy complimentary drinks, tapas, and live flamenco music.

Conference Dinner: La Chumbera

Thursday, 4 July 2019 | Time: 20:30 (8:30 PM)

Location: Camino del Sacromonte, 107, 18010, Granada, Spain | **Cost:** US\$70

Join other conference delegates and the plenary speakers for a sunset dinner at La Chumbera. Take in beautiful views of the Valparaíso Valley, the Alhambra, the Albaycín neighbourhood, and the Granada Cathedral while enjoying a delicious dinner. Vegetarian and vegan options available —please select upon booking.





Eventos especiales

Tour precongreso: Visita guiada a pie por Granada

Fecha: 2 de julio de 2019 | Comienzo: 18:00 (6:00 PM) | Duración: 2 horas | Precio: US\$25.00

Punto de encuentro: Plaza Nueva (Fuente principal)

Únase a los demás delegados y ponentes plenarios el día anterior al Congreso en un tour a pie por el casco antiguo de Granada. Recorreremos Plaza Nueva y Plaza Larga, Carrera del Darro (quizás la calle más bonita de la ciudad, junto al río) y veremos sus antiguas murallas y puertas. Pero sobre todo disfrutaremos "perdiéndonos" por esta joya patrimonio de la humanidad que es el barrio del Albayzín.

Nota: Se recomienda llevar el calzado cómodo debido a que durante el recorrido incluye subidas por las cuestas. El monumento de la Alhambra no está incluido en el recorrido.

Cóctel de bienvenida y flamenco

Fecha: miércoles, 3 de julio | Hora: 19:00–20:30 (7–8:30 PM)

Lugar: Taberna Matipé, Calle Enriqueta Lozano, 14, 18009 Granada (ver mapa)

Precio: Sin coste para los delegados del congreso

Common Ground Research Networks celebrará un cóctel de bienvenida al Congreso en la Taberna Gastro-Pub Matipé. Se invita a todos los delegados a asistir y disfrutar de bebidas de cortesía, tapas y la música de flamenco en vivo.

Cena del congreso en La Chumbera

Fecha: Jueves 4 de julio de 2018 | Hora: 20:30 (8:30PM)

Ubicación: Restaurante La Chumbera, Camino del Sacromonte, 107, 18010 Granada | Coste: US\$70.00

Únase a los ponentes plenarios y a otros delegados para la cena del congreso al atardecer enfrente de la Alhambra. El Restaurante La Chumbera está situado en el histórico barrio del Sacromonte. Desde aquí se abren vistas panorámicas a la Alhambra, la Catedral y las cuevas de Sacromonte. Disfrute de los sabores granadinos en un entorno inmejorable..



Gabi Lombardo, European Alliance for Social Sciences and Humanities, Director, Brussels, Belgium

"Investing in Research: from the Age of Technology to Sustainable Development"



Gabi Lombardo, PhD, is the director of the European Alliance for Social Sciences and Humanities, the advocacy and science policy organization for social sciences and humanities in Europe. She is an expert in both higher education and global research policy, and she has extensive high-level experience operating at the interface of strategy, science policy, research support, and funding. Gabi holds a senior level experience in strategic and 'foresight' planning in elite higher education institutions, international research funders, and associations as she worked with the London School of Economics (LSE), the European Research Council (ERC), and Science Europe (SE). As director of EASSH, Gabi advocates for social sciences and humanities research in science policy design and discussions at the national, European, and international levels. She advocates also for the need of a strong evidence-based approach to policy-making and the inclusion of researchers in science policy development for strategic and broad-based research funding. Gabi is regularly invited to participate in science policy fora in Brussels and across Europe, and she has recently published about ethics in social sciences research. In 2018, Gabi received the Young Academy of Europe annual prize.

David Alonso García, Complutense University of Madrid, Professor, Madrid, Spain

"Innovation, Education, and Humanities for the World 4.0: What's the Track?"



David Alonso García has a PhD in history from the Complutense University of Madrid (2004). He has been a professor of modern history in this university from 2014-2018, and he currently teaches as a part of the education faculty as a tenured professor. His area of expertise includes fiscal history and financial networks during XVIth Century both in Spain and Europe. He has been a visiting fellow at the London School of Economics (2000), Università di Roma "La Sapienza" (2001), University of California, Los Angeles (UCLA, 2006), and Università di Roma Tre (2010). He has published more than 80 scientific works, including books, articles, papers, etc. Since 2012, he has promoted entrepreneurship actions for the humanities in cooperation with organizations such as Impact Hub Madrid, Indra, and Madrid Council. He was awarded with a UCM prize in entrepreneurship in 2016. David Alonso worked as vice-dean of innovation and new technologies in the faculty of geography and history from 2015-2018 where he managed different institutional projects linking learning, innovation, and entrepreneurship in the humanities. In 2017 he received a mention of honor of REDIPE (Red Iberoamericana de Pedagogía) for his tasks as vice-dean promoting cooperative methods in education.

Asun López-Varela, Complutense University of Madrid, Madrid, Spain

"STEM to STEAM: Responsible Research and Innovation (RRI) at the Crossroads Between Art, Science, and Technology"



Asunción López-Varela is associate professor at Facultad Filología, Universidad Complutense de Madrid, Spain. Her research interests include intermedial studies, semiotics, comparative literature, and cultural studies. In 2016, López-Varela received a MSCA Marie Skłodowska-Curie fellowship as supervisor and is a member of MCAA Marie Curie Alumni Association. In 2017 she was a member of the jury for the 2017 MCAA Awards and since December 2017 she is also a member of The Grants and Awards Working Group in MCAA, which recognizes the research initiatives of MCAA members and provides financial support, as well as MCAA Policy Group. She collaborates with the Marie Curie Program of the European Office of the Fundación Española de Ciencia y Tecnología FECYT. She was also visiting scholar at Brown University (2010) and Harvard University (2013) and visiting professor at Delhi University (2011). Currently, López-Varela is the president of the European Society of Comparative Literature, and she is on the executive committee of the Association of Alumni of the Real Colegio Complutense at Harvard University. Lopez-Varela is keen in giving international visibility to research by colleagues and younger peers, and her editorial activities are a clear sign in this direction.





David Alonso García



David Alonso García, es doctor en Historia por la Universidad Complutense de Madrid (2004). En esta universidad, ejerció como profesor de Historia Moderna durante el periodo 2014-2018, y actualmente es profesor titular de la Facultad de Educación. Su área de especialización incluye historia fiscal y redes de financieras del siglo XVI, tanto en España como en el resto de Europa. Fue profesor visitante en la "London School of Economics (2000)", en "Università di Roma La Sapienza" (2001), en "University of California, Los Angeles (UCLA, 2006)" y en "Università di Roma Tre (2010)". Ha publicado más de 80 trabajos científicos, incluidos libros, artículos, ponencias, etc. Desde el año 2012, promueve planes de acción en pro de las humanidades, cooperando con organizaciones como "Impact Hub Madrid", "Indra" y con el Ayuntamiento de Madrid. Obtuvo un "Premio Emprendedor Universitario UCM" en 2016. David Alonso trabajó como vice decano de "innovación y nuevas tecnologías" en la Facultad de Geografía e Historia durante los años 2015-2018, donde gestionó diversos proyectos institucionales que vinculan el aprendizaje con la innovación y el emprendimiento en Humanidades. En 2017, recibió una mención de honor por parte de REDIPE (Red Iberoamericana de Pedagogía), gracias sus contribuciones, como vice decano, en la promoción de métodos cooperativos en educación.

Juan Manuel Trujillo Torres



Diplomado en Magisterio de Educación Física, Licenciado en Pedagogía, Doctor en Ciencias de la Educación y Máster universitario en Nuevas Tecnologías aplicadas a la educación. 2 sexenios de investigación CNEAI. Presenta una gran experiencia como docente en diversos Centros de Educación Primaria y Secundaria realizando numerosos proyectos TIC a través del trabajo colaborativo en red y el desarrollo de competencias tanto en el profesorado como el alumnado, lo que ha derivado en una de las líneas de investigación de mayor relevancia en su trayectoria profesional, además del estudio del liderazgo, la dirección y la micropolítica institucional. En la actualidad desarrolla su labor docente e investigadora, como profesor titular, en el Departamento de Didáctica y Organización Escolar de la Universidad de Granada.



Alba García Martínez



Alba García Martínez (Alba Refulgente) works and lives in Badalona, a residential city near Barcelona, which has influenced her artistic career. She studied fine arts at the University of Barcelona where she completed her studies with a master's degree in artistic creation, with honorable mention. She is currently working towards a PhD on the game as an artistic medium at the same university with the FPU scholarship for young researchers and teaches. She has been awarded with several prizes such as the Werner Töni and the Microresidencia in the Cuauht of Azuqueca. She has permanent work at the U Arts Space of Chengdu (China) and La Doce de Boiro (A Coruña, Spain). She is curator of the winning negOCIO exhibition, and winner of the III Buit Blanc at the CC Las Cigarreras de Alicante (2018).

Carlos Ezquerro



Carlos Ezquerro González is a doctoral researcher in theory of science, technology, and society (STS) at the Universitat de Barcelona. His work deals with the resolution of emergencies of the contemporary world, where he specializes in technoscience, politics and economics, the latter being the focus of his PhD project. Born in Barcelona, he holds a BEng and a MEng in civil engineering at the Universitat Politècnica de Catalunya (2008), a BA in philosophy at the Universitat de Barcelona (2012), and an MSc in economic analysis from the Universitat Autònoma de Barcelona (2014). He has worked as an environmental consultant (2014-2016) and now combines research and teaching activities at the Faculty of Philosophy at the Universitat de Barcelona.

Fariha Asif



Fariha Asif is a teacher trainer, certified mentor, researcher, international presenter, and coordinator-mentoring program/ESL lecturer at English Language Institute, King Abdulaziz University, Saudi Arabia. She was awarded as an Emerging Scholar at both the Thirteenth International Conference of New Directions in the Humanities at the University of British Columbia, Vancouver, Canada in 2015, and the Twenty-fifth International Conference on Learning in Athens, Greece in June, 2018. She has presented her research paper at the University of Oxford, Oxford, UK on 21-23 March, 2018. She also has presented in the Applied Linguistics & Language Teaching Conference at Zayed University, Dubai, U.A.E. on 8-10 March, 2018. She was honored with a prestigious award of one-year Leadership Mentoring Program by TESOL Arabia, 2017. She was selected as a conference ambassador for TACON 2017. Furthermore, she has attended China-Europe dialogue at Media Communication Studies Summer School, Switzerland in July, 2016, and presented her research paper there. In March 2014, she presented her research paper at Harvard University and Nevada University, USA. In July, 2013, she attended Nineteenth International Congress of Linguists, Geneva, Switzerland and met the father of linguistics, Mr. Noam Chomsky while there.

Juan Diego García-Castro



Juan Diego García-Castro is a PhD student in social psychology at the University of Granada. He is a lecturer from the University of Costa Rica who has been awarded a PhD scholarship. His research interests are social psychology of inequality, political psychology, ideology, and psychometrics. He is part of the Social Psychology of Inequality Lab at the University of Granada.

Juan Manuel García Fernández



Juan Manuel García Fernández is a PhD student in the department of Spanish and Portuguese and fellow of the Consortium of Literatures and Cultures at the University of Colorado, Boulder. He received his BA at the University of Granada, Spain, in translation and interpreting. He also obtained two different master's degrees at the University of Salamanca and the University of Colorado, Boulder. His field of studies is the twentieth century Spanish literature and culture with a focus on its intersection with religion. His last project on the topic examines the portrayal of religious performance related to Catholicism in Spanish literature and film.



Keir Singleton



Keir Singleton is an assistant professor of English at Wiley College in Marshall, Texas. She is a recent graduate of Clark Atlanta University with a PhD in humanities where she specialized in African American literature and Shakespearean literature. Her research focused on the psychological, economical, and cultural implications that impact colonization in a post-colonial society. She is a lifetime member of Sigma Tau Delta International English Honor Society, and an award recipient for academic excellence in national security studies, English and foreign language studies, and the Tuthill King Endowment. She speaks fluent Mandarin, which afforded her the opportunity to work in China. In Keir's spare time, she engages in extensive international travels and humanitarian work.

Cherie Acosta



Cherie Acosta is an assistant professor of costume design at Lamar University in Beaumont, Texas. She merges art, science, and the performing arts through textile design. Currently her collaboration with pathologists from Johns Hopkins, "Beautiful Affliction," is on exhibit at the Museum of Medical Science in Houston. She also designs for performance collectives. Her work has premiered in Houston at the Rothko Chapel, The Contemporary Arts Museum, The Hobby Center for the Performing Arts, MATCH, the University of Houston, Lamar University, Diverse Works, and Barnvelder. Internationally, her designs have premiered at The American University in Paris and Emily Carr University in Canada.

Ronit Mazovskiy



Originally from Boston, Ronit moved to Israel in 2006. She completed her BA at the IDC, Herzliya, in government. Her MA in English literature is from Tel Aviv University. She has been published in peer-reviewed journals, *The Victorian* and *The Journal of Critical Cultural Studies*. She currently lives in Tel Aviv.

Tamara White



Tamara White is an adjunct professor in the Department of English and Modern Languages at Clark Atlanta University, where she has been since 2011. She received a BA and MA from the University of Alabama in Huntsville. Currently, Tamara is a PhD candidate in humanities at Clark Atlanta University. Her research interest intersects both Africana women studies and speculative fiction. Her work has been on challenging systematic and social constructs for women around the world, particularly women of color. She is a Lettie Pate Whitehead scholar and a member of Sigma Tau Delta International English Honor Society.



Catalina Cheng-Lin



Doctoranda en Ciencias Sociales de la Universidad de Granada y miembro del grupo de investigación HUM-358 "Innovación curricular en contextos multiculturales". Entre sus intereses de investigación destacan los temas relacionados con la 'neurociencia afectiva aplicada a la enseñanza/aprendizaje de lenguas extranjeras', el 'uso de las TICs para mejorar el rendimiento cognitivo-afectivo del aprendizaje', el 'multilingüismo', el 'papel de la Paz en la Educación', la 'innovación curricular en contextos multiculturales' y los 'estudios socio-culturales interdisciplinarios'.

Marina Rojo Gallego Burín



Es profesora del C.U. San Isidoro-Universidad Pablo de Olavide. Es Doctora en Ciencias Jurídicas por la Universidad de Granada, tras haber realizado la tesis doctoral titulada: El pensamiento jurídico de Francisco Bermúdez de Pedraza (1576-1655). Una contribución a la jurisprudencia del Barroco, que obtuvo la calificación de sobresaliente cum laude. En cuanto a su formación, además es licenciada en Derecho y ha realizado dos Máster en Derecho Internacional Público y Derecho del Consumo y Empresa. En cuanto a las líneas de investigación que ha desarrollado destacan las dedicadas a la historiografía de la Edad Moderna y la innovación de la metodología docente en el ámbito de las Ciencias Jurídicas.

Araceli María Rojo Gallego Burín



Es Doctora en Ciencias Económicas y Empresariales y actualmente es profesora del Departamento de Economía Aplicada de la Universidad de Granada. Estando acreditada como Profesora Ayudante Doctor por la ANECA. Es Licenciada en Derecho, Administración y Dirección de Empresas e Investigación y Técnicas de Mercado por la Universidad de Mercado. Estudió el Máster Oficial en Marketing y Comportamiento del Consumidor impartido por las Universidades de Granada y Jaén, así como el Experto Universitario en Métodos y Técnicas Instrumentales con STATA en la Universidad Internacional de Andalucía. La investigación desarrollada hasta el momento se ha centrado en la gestión de las redes de suministro empresariales, en la gestión del conocimiento y en la innovación educativa.

Alejandro Espí Hernández



Graduado en Ciencias Políticas y Gestión Pública (UMH). Máster en Relaciones Internacionales Iberoamericanas (URJC). Experto Universitario en Competencias profesionales, empleabilidad y emprendimiento (UMH). Actualmente doctorando en Ciencia Política en la Universidad de Murcia (España), especialidad campañas electorales. Autor de los libros "Luces y sombras de la actualidad política española" (2014) y "Si Persuadeo levantara la cabeza. El arte de hablar en público en un mundo global y competitivo. Viejas y nuevas formas de oratoria" (2018). Posee más de quince premios nacionales e internacionales sobre oratoria, liderazgo, narrativa y académicos, destacando el premio Victory Award "Líder Emergente 2016" otorgado por The Washington Academy Of Political Arts & Sciences (EEUU). En el presente imparte formación sobre oratoria, comunicación política y debate.

Ángela Espinosa Ruiz



Nació en Málaga en 1993. Graduada en Lenguas Modernas (ruso y polaco) por la UGR (2015), máster en Filología Bielorrusa por la Universidad de Varsovia (2017). Actualmente realiza el doctorado en Estudios Literarios en la UCM. Escritora laureada en lengua bielorrusa, es autora de tres antologías literarias, traductora de la antología bilingüe "Ecos de mi tierra". Escribe una columna crítica en la revista bielorrusa ————— (Juventud). Ponente en congresos y conferencias nacionales e internacionales, cuenta con publicaciones académicas en España, Bielorrusia, Lituania y Polonia, incluyendo un artículo en la revista Mundo eslavo. Ha impartido clases a nivel de grado y máster en la Universidad de Varsovia: lengua y literatura rusa y bielorrusa, teoría y crítica literaria.



Miguel Leone



Miguel Leone es Doctor en Ciencias Sociales por Universidad Nacional de General Sarmiento (Argentina), Licenciado en Sociología por la Universidad de Buenos Aires y Profesor en Sociología por esta misma universidad. Sus investigaciones abordan la política y la historia moderna latinoamericana, la etnicidad, los pueblos originarios y los procesos de construcción de aboriginalidades. Publicó 12 artículos en revistas científicas. Desde 2011 es docente de la materia Introducción a la Sociología en la Universidad de Buenos Aires. Realizó estancias de investigación en Brasil y en Chile; y fue becado por el Consejo Nacional de Investigaciones Científicas y Técnicas (CONICET, Argentina), en 2012; y por la Fundação de Amparo à Pesquisa do Estado do Rio de Janeiro (FAPERJ, Brasil), en 2016. Actualmente es becario posdoctoral del CONICET.

Nazaret Martínez Heredia



Actualmente trabaja como profesora e investigadora en formación (FPU) en el Departamento de Pedagogía de la Facultad de Ciencias de la Educación de la Universidad de Granada. Doctoranda del Programa de Doctorado en Ciencias de la Educación. Es Licenciada en Pedagogía (2014) y posee un Máster Universitario en Educación Social: Investigación y Desarrollo Profesional (2015). Interesada en las líneas de investigación: educación en personas adultas y mayores, relaciones intergeneracionales, pedagogía crítica y educación en valores.

Carmen Moral Ruiz



Doctora en Historia y Artes por la Universidad de Granada. Actualmente trabaja como profesora en la Universidad de Huelva y como Restauradora de Bienes Culturales. Arquitecta Técnica y Licenciada en Bellas Artes se especializa en Patrimonio Arquitectónico y en Didáctica en las Artes Plásticas. Con una formación interdisciplinar ha trabajado en instituciones como el Instituto de Patrimonio Cultural de España y en proyectos como la Restauración del Pórtico de la Gloria entre otros. Su labor investigadora se enfoca, por un lado, en la inclusión de los conocimientos transdisciplinares presentes en las distintas disciplinas que estudian el patrimonio y, por otro, en la didáctica de las artes en la búsqueda de la revalorización de esta área en el ámbito educativo.

Regina Asunción Quero Hermosilla



Doctora Sobresaliente Cum Laude en Didáctica de las Lenguas y su Literatura en la Universidad de Granada, a través del Programa en Ciencias de la Educación (D14.56.1). Con estudios superiores en lengua extranjera y especializada en la investigación, innovación e intervención en la didáctica del idioma extranjero. Integrante del proyecto bilingüe "Linguapp: Asegurando el Acceso al Aprendizaje Universal e Inclusivo de Segundas Lenguas", en colaboración con la Universidad de Córdoba y la Consejería de Educación de la Junta de Andalucía. Autora de varios artículos, colaboraciones y ponencias relacionadas con la enseñanza bilingüe; miembro del Sistema de Información Científico de Andalucía (SICA) y perteneciente al grupo de investigación Didáctica de la Lengua y la Literatura (HUM 457) de la Universidad de Granada.

M^a Begoña López-Ávila



Personal docente e investigador en formación (FPU) en el departamento de Información y Comunicación de la Universidad de Granada. Doctoranda del Programa de Ciencias Sociales, realizando su tesis doctoral sobre accesibilidad y comunicación del patrimonio fotográfico andaluz en la sociedad red. Diplomada en Biblioteconomía y Documentación, licenciada en Historia del Arte y Máster de Información y Comunicación Científica, ha recibido diversos premios y becas de investigación por su rendimiento académico. Sus áreas de investigación son las humanidades digitales, las nuevas tecnologías de información y comunicación en el patrimonio fotográfico. Cuenta con ocho años de experiencia en el sector privado en tareas de archivística y museología. Es miembro del grupo de investigación Communicav (UGR), de Europeana Network Association y del proyecto Nar-Trans2 (UGR).

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09:30-10:00	Plenary Session/Sesión plenaria (en inglés)—Dr. Gabi Lombardo, European Alliance for Social Sciences and Humanities, Director, Brussels, Belgium
10:00-10:30	Garden Conversation/Charlas de jardín
	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. Las charlas de jardín son sesiones informales no estructuradas que permiten reunirse con ponentes plenarios y conversar tranquilamente sobre temas derivados de su ponencia. Cuando el lugar y el clima lo permiten, se realizan en el exterior.
10:30-11:15	Talking Circles/Mesas redondas
	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. Celebradas el primer día del congreso, las mesas redondas constituyen una de las primeras oportunidades para conocer a otros participantes con intereses y preocupaciones similares. Los participantes eligen los grupos que prefieren según grandes áreas temáticas y se sumergen en grandes debates sobre los temas y problemáticas para el área correspondiente de la Red de Investigación. Room A11—Estudios culturales críticos (español) Room A12—Estudios de comunicación y lingüística (español) Room A13—Humanidades literarias (español) Room C1—Estudios cívicos, políticos y comunitarios (español) Room C2—Critical Cultural Studies (English) Room C3—Communication and Linguistics Studies, and Humanities Education (English) Room C5—Literary Humanities (English) Room C6—Civic, Political, and Community Studies (English)
11:15-11:30	Transition Break/Pausa
11:30-12:45	PARALLEL SESSIONS



Wednesday, 3 July	
11:30-12:45	PARALLEL SESSIONS
Plenary Room	Spanish Plenary Session/Sesión plenaria en español—Dr. David Alonso García, Universidad Complutense de Madrid, Madrid, España
	"Innovación, Educación y Humanidades para el mundo 4.0: ¿cuál es el camino?" David Alonso García, es doctor en Historia por la Universidad Complutense de Madrid (2004). En esta universidad, ejerció como profesor de Historia Moderna durante el periodo 2014-2018, y actualmente es profesor titular de la Facultad de Educación. Su área de especialización incluye historia fiscal y redes de financieras del siglo XVI, tanto en España como en el resto de Europa. Fue profesor visitante en la "London School of Economics (2000)", en "Università di Roma La Sapienza" (2001), en "University of California, Los Angeles (UCLA, 2006)" y en "Università di Roma Tre (2010)". Ha publicado más de 80 trabajos científicos, incluidos libros, artículos, ponencias, etc. Desde el año 2012, promueve planes de acción en pro de las humanidades, cooperando con organizaciones como "Impact Hub Madrid", "Indra" y con el Ayuntamiento de Madrid. Obtuvo un "Premio Emprendedor Universitario UCM" en 2016. David Alonso trabajó como vice decano de "innovación y nuevas tecnologías" en la Facultad de Geografía e Historia durante los años 2015-2018, donde gestionó diversos proyectos institucionales que vinculan el aprendizaje con la innovación y el emprendimiento en Humanidades. En 2017, recibió una mención de honor por parte de REDIPE (Red Iberoamericana de Pedagogía), gracias sus contribuciones, como vice decano, en la promoción de métodos cooperativos en educación.
12:15-12:45	Charlas de jardín
	Las charlas de jardín son sesiones informales no estructuradas que permiten reunirse con ponentes plenarios y conversar tranquilamente sobre temas derivados de su ponencia. Cuando el lugar y el clima lo permiten, se realizan en el exterior.

Wednesday, 3 July	
11:30-12:45	PARALLEL SESSIONS
Room A3	Shifting Perspectives A Response to Terror: On the Cusp of a New Civil Rights Era? Marie Therese C Sulit, Associate Professor of English and Director of the Honors Program, Division of Arts and Letters, Mount Saint Mary College, Newburgh, New York, United States In her "Terror: A Speech After 9-11" published in 2004, Gayatri Chakravorty Spivak highlighted the key role of the humanities in American Higher Education in initiating and facilitating a critical discourse to combat the radical and fundamentalist religious rhetoric that has ostensibly resurrected a Crusade-like mentality between the West and the so-called Rest. Such a key role of the humanities, however, meets acquiescence in a mindset that touted, at that time, a neoliberalism branded by the U.S.-European strands of political thought. This paper discusses the watershed moment of 9-11 in order to explore the ways in which each U.S. administration—from George W. Bush, Barack H. Obama, and Donald J. Trump—has developed, manufactured, and utilized Islamophobia, which has resulted in a crisis of opportunity for the humanities to redress not only the Islamophobia inherent in and/or constitutive of institutional power, but also the various contradictions across the axes of cultural diversity in American history, culture, and society writ large. Fast forward fifteen years across three extremely divergent administrations, and the effects of 9-11 in the oblique, if not altogether ubiquitous, Global War on Terror now manifest themselves in a divided United States throughout the public sphere—Black Lives Matter in response to police brutality, #MeToo in response to sexual assault, invocations of "The Wall" between the United States and Mexico, Deferred Action for Childhood Arrivals (DACA), and at least twenty school shootings amidst calls for stricter legislation on gun control—arguably on the cusp of a new civil rights era. <i>Literary Humanities</i> Where There is No Maternal Love: Dispersion and Resilience in Tuareg Narratives of Migration and Return Susan Jane Rasmussen, University of Houston, United States This paper explores changing concepts, meanings, and patterns of mobility and travel among the Tuareg, a Tamajaq-speaking, predominantly Muslim, and traditionally semi-nomadic and stratified people in the Central Sahara, whose attitudes toward, images of, and responses to travel reflect transformations in the experience of mobility over several generations for the past several decades: namely, from camel caravanning and herding to labor migration, refugee flight, and political exile. Based on data from this social/cultural anthropologist's longitudinal field research in Niger and Mali, the paper analyses recurrent and changing tropes and motifs in selected narratives relating challenges and resilience during travel and upon return: conditions prompting travel; types of travel embarked on; perceptions and experiences while dispersed in mobility; and returnees' predicaments on returning to their home communities. In these selected cases, how do individuals draw on longstanding and emergent cultural, social, political, and economic resources in adapting to new forms of mobility, dispersion, and return? What kinds of reintegration occur and how do these persons cope with loneliness, nostalgia, and encounters with the distant while abroad and the no longer familiar at home? More broadly, the paper considers the challenges in anthropology of interpreting selective memories in narratives in relation to dispersed cultures and communities. <i>Civic, Political, and Community Studies</i> Intersections of Cultural Identities: The Politics of Otherness in Fiction and Theatre Rosa Figueiredo, Professor, Languages and Cultures, Polytechnic Institute of Guarda, Viseu, Portugal A great deal has been written about the ways and manner of colonial exploitation, and their abiding superstructural manifestations such as chronically disabling and alienating educational policies, social and cultural practices, have intermingled to confound the postcolonial being. It is these manifestations that produced social segregation, political disenfranchisement, economic exploitation, and cultural discrimination. However, the counter-discourse of the emergent postcolonial cultural elites, and the ways and manner their form of cultural supremacy underscores the function of yet another successful process of discrimination has, in my view, received very little attention. In this sense, I discuss terms like race, identity, blackness, 'arrested de-colonization', politics of otherness, among other terms, in the context of Wole Soyinka's fiction and drama. As Soyinka himself states, it is not enough for the African writer to highlight the society's weaknesses. He must try to go beyond this, to seek out the sources, the causes, and the trends. Today the revolutionary struggle which has already destroyed the traditional power-map drawn up by the colonialist nations, is sweeping through Africa. And Africa is not alone. All over the world the exploited coloured majority, from the Americas, across Africa and the Middle East, to the outer edges of Asia, is claiming its own. The artist in his writings is not exempted from the struggle. By diving into the sources, he can give moral direction and vision to a struggle which, though suffering temporary reaction, is continuous and is changing the face of the new century. <i>Literary Humanities</i>



Wednesday, 3 July	
11:30-12:45	PARALLEL SESSIONS
Room A4	Seeking Social Justice Exploring Issues of Transnational Migration, ESL, and Social Justice with North African Immigrant Students to France Mary Beth Hines, Chair/Associate Professor, Literacy, Culture, and Language Education, Indiana University, United States Janette Metzger, Teacher/Staff Member, Western Europe, Key Concepts International, United States How should activist educators address issues of difference/otherness in actual and virtual communities, especially in these troubling times? How should activist educators engage the politics of local/global precarity issues that privilege some people, languages, and cultures while dismissing others? This paper takes up these issues using a critical cosmopolitan literacy framework (Hawkins, 2014) that highlights the cultural politics of local/global discursive practices in a local community ESL program in France. With the increase in recent years of transnational migration, as well as hate crimes, France, like many European nations, finds itself struggling to cope with demographic shifts. Today 7.3 million--11% of the population--have at least one immigrant parent, and those with North African origins comprise the largest group of non-European immigrants in France (INSEE, 2017). Through a local community association, one of the co-authors has been conducting a practitioner inquiry project since February 2017 (Campano, Ghiso, & Welch, 2016) using critical literacy (Behrman, 2006) and translanguaging practices (Canagarajah, 2013) in ESL study groups to explore how students' immigrant experiences influence their understandings of social justice and their roles in fighting prejudice and oppression. This project explores the question: What do participants' immigrant stories and discursive practices reveal about transnational students and their perspectives on social justice issues? Data sources include surveys and interviews, group discussions, selected transcripts of audiotaped discussions, students' written reflections, participant observation, and field notes. In the words of one student, "They don't want us to bring... our culture to school." <i>Critical Cultural Studies</i> Radical Convergence: Public Humanities and Post-Prison Education Anke Pinkert, Associate Professor, Germanic Lang&Lit, University of Illinois Urbana-Champaign, Urbana, IL, United States The Public Humanities have been a newly emerging research and practice area in US university in recent years. Although recognized by many as an important new effort to open up the narrowly conceived disciplinary work traditionally favored in Humanities departments, it is often not yet clear what kind of new forms of engagement, particularly in and with the communities that surround university campuses, Public Humanities work entails. Based on my own experience of co-directing an initiative on the public humanities at University of Illinois, USA, and my activist work in educational justice, through which I have taught advanced college level courses at Danville Correctional Center, this paper examines how the initiatives on the Public Humanities and the vital issue of mass incarceration and post-prison education can converge theoretically, institutionally, and -- in praxis -- as part of higher education for incarcerated and non-incarcerated people. <i>Humanities Education</i> Teaching Toni Morrison's Beloved: Challenges in Undergraduate Programs in Two Private Universities in Chile Yeisil Pena, Lecturer, Pedagogía en Lengua y Cultura Inglesas, Universidad Central de Chile, Santiago, Chile Teaching Toni Morrison's Beloved (1987) to students with no background in literature, or whose reading is limited to comprehension rather than analysis, sounds insane--better to choose an easier text. Despite its difficulty, however, this study shows that Beloved is a uniquely valuable text for students of English pedagogy. First, reading Beloved is challenging for students whose average level is between B1 or B2, since its writing includes a great variety of non-standard vocabulary, metaphors and flashbacks, where an abstract understanding is necessary. Second, Beloved presents the complexities of postmodern literature, African-American history, and feminism, all in one text. Its unique approach towards postmodern literature and African-American history influences the understanding of the English language culture today. Likewise, Feminism is gaining a position in our classrooms but lacks a conspicuous presence in the context of English as a foreign language context. Furthermore, the power of the female discourse is presented through the voice of a female Nobel prize winner that should be included in teacher training programs' bibliographies. Finally, no alternative seems to fulfill all these characteristics by including them in a single controversial story of a mother killing her little baby for the sake of love. Writings made by the students show surprising results regarding the development of their English language. I claim then, that the novel should become a fundamental tool for future English teachers in Chile, those who are supposed to criticise history, to pursue feminism, and to acquire an advanced understanding of the English language and culture. <i>Humanities Education</i>

An Intercultural Exchange Among Students Via Skype

Colette Mrowa-Hopkins, College of Humanities, Arts and Social Sciences, Flinders University, Australia

Olga Sanchez Castro, Flinders University, Australia

Online communication offers considerable potential for learning about other's cultures by facilitating direct contact with native speakers, but very often the direct experience of 'the other' eludes the evaluation of such competence. How do you test if someone genuinely shows critical self-reflection, self-awareness and self-analysis - all of which are central to assessing intercultural learning within the debate on the inclusion of interculturality in language learning and teaching? This paper firstly describes a project, an intercultural exchange via Skype between students from an Australian university and two other universities in Mexico and Germany. An analysis of extended negotiation of meanings at both linguistic and cultural levels is carried out to reveal learners intercultural dynamics from a "developmental" and constructivist paradigm (Hammer 2015). This approach shifts the intercultural lens beyond the individual's skills and traits to the process through which intercultural competence is constructed between interlocutors (i.e., enacting interculturality), with a view to inform decisions on the design of instructional activities for enhancing interculturality through e-communication. Findings indicate that a deeper understanding of each other's culture can be reached through the collective processing of information on the social context of the cultures involved (e.g. by way of cross-cultural comparisons) and the use of speech functions that sustain interactivity and reciprocity in discourse co-construction. The analysis and reflections, grounded on learners' emerging awareness of their own and others' cultural practices, contributes to the scholarship on intercultural development and can inform decisions on the design of instructional activities.

Communications and Linguistic Studies

Technologies of Self: Feminism, TV, and the Future

Denise Witzig, Professor and Director, Women's and Gender Studies, Saint Mary's College of California, United States

Postmodern popular narrative frequently takes the plasticity and insubstantiality of memory as central to an understanding of history, a knowable past and predictable future. As historian Pierre Nora observes "We must take the measure of [rapid] change for the way in which memory is organised. It is of crucial importance, for it has shattered the unity of historical time, that fine, straightforward linearity which traditionally bound the present and the future to the past" ("Reasons for the Upsurge in Memory," Transit 2002). The disruption of the organizing principle of historical memory and its central relationship to individual consciousness is accelerated by technological intervention in the processes of identity and questions about what it means to be human. This paper is part of a larger project that takes its lead from Teresa de Lauretis's groundbreaking work on the ways feminist discourse itself unsettles cultural subjectivity, examining three contemporary TV narratives – Orphan Black, Jessica Jones and Westworld – for the diverse ways each stages an anxious interrogation of technology in its role in creating and disrupting memory and identity. At the heart of each of these series is a question about how gender constructs a particular history of being human - as a dynamic of biological and reproductive inheritance, bodily integrity, violence and agency - and explores the dangers and possibilities of a technological future unbound from the past. In each of these postmodern narratives, memory – individual and collective – becomes the site of both resistance and reconstruction.

Literary Humanities

An Analysis of Students' Needs, Problems, and the Use of Technology in Learning English in Thai Tertiary Context

Suksan Suppasetseree, Suranaree University of Technology, Thailand

Advancements in technology are inevitable and becoming part of human life in the twenty-first century. In the field of language learning and teaching, the use of technology is increasingly accepted as a valuable tool and integrated into the classroom under the aims of improving and enhancing skills. At Suranaree University of Technology, located in Nakhon Ratchasima Thailand, e-learning and online technology are integrated into some English courses but students still have low English proficiency level. Many researchers pointed out a few main factors contributing to the failure of English language learning and teaching such as unqualified and poorly-trained teachers, poorly-motivated students, learners of mixed abilities in overly large classes, and rare opportunities for student's exposure to English outside of class time (Dhanasobhon, 2006; ONEC, 2003). In 2018, 260 students at Suranaree University of Technology were surveyed to examine needs and problems in Learning English. They were also asked about the use of technology in enhancing their learning English. The results from questionnaire show that most of the students have difficulties in communication and speaking skills and this crucial issue is needed to be improved. Furthermore, the findings from 40 students in the interview reviewed that to improve students' speaking and communication skills, students need to overcome their vocabulary problems. Moreover, the students favored to use more technology such as social media, mobile phone, games, and etc. in learning English. One of the suggestions from this study is to develop a course which integrates technology in enhancing English learning.

Communications and Linguistic Studies

Wednesday, 3 July	
11:30-12:45	PARALLEL SESSIONS
Room A11	Emerging Connections Embodied Music-making as Aesthetic and Ethical Praxis in the Face of a Cybernetic World William Rawlins, Stocker Professor of Communication Studies, Communication Studies, Ohio University, United States This paper explores the embodied potentials of making music with other persons as aesthetic and ethical praxis in facing a world that is increasingly encapsulated, articulated, organized, and digitized by cybernetic circuits. After witnessing some symptoms of cybernetic entrapment in contemporary life, I describe aesthetic and ethical practices of performing music together that model pursuing our everyday lives as creative communicative endeavors accomplished in the flesh with others. There are constructive consequences of cultivating imagination, creativity, committed listening, mutual attunement, rhythmic responsiveness, reflexive immersion, improvisation, and accountability to each other for enhancing everyday communication. Lived moments of making music together evolve over time through shaping and coordinating rhythms, playing enriching notes, projecting our voices, and then experiencing their effects on fellow performers and audience members. When people co-create music, they are changed and change others around them in the process. Meanwhile, they are ethically accountable to everyone involved in co-achieving this living assemblage. The result is a simultaneous refashioning of the participants' thoughts, feelings, bodies, relationships with other persons, and the immediate world in which they dwell. Thus, enacting new aesthetic and ethical possibilities through making music together means enacting new moments and worlds for humane coexistence. It is vital to recognize the edifying interconnection of aesthetic activities with everyday life, communicative practices, and opportunities. <i>Communications and Linguistic Studies</i> Digital Creativity as Critical Thinking: The Case of Electronic Literature Alex Saum Pascual, Assistant Professor, Spanish and Portuguese, University of California, Berkeley, CA, United States It's been over ten years since Johanna Drucker suggested that Digital Humanities (DH) could only be fully understood by practice. More recently, in "Teaching Electronic Literature as Digital Humanities," I proposed that the practical engagement with electronic literature (e-lit)—i.e.: prose and poetry written with digital machines—addressed humanistic and literary concerns, as it developed skills related to the mastering of digital literacies. In that article I described "digital literacies" as ways to learn competencies over content-learning that, much like learning a foreign language, could be transferred to other fields. Building on these beliefs, this talk looks at how to further implement "creativity" as an integral competence to "critical thinking," turning Cornelius Castoriadis's "radical imagination" into the kind of "critical creativity" that Christian De Cock, Alf Rehn, and David Berry have proposed. Framing e-lit as a practice and product of critical creativity reinforces the importance of applying humanistic (philosophical, literary) methodologies to DH programs. Further, the hybrid nature and un-canonized status of e-lit research and pedagogy should allow us to experiment creatively with the form, conventions (and, even, language) of scholarship on the matter. I suggest that pushing for the acceptance of creative e-lit practices—teaching, artistic production, and exhibitions, as well as a reinterpretation of criticism—as valuable and accountable forms of research is a rebellious act of the radical imagination, a necessary play to defend the humanistic interests of DH programs and projects today. <i>2019 Special Focus - The World 4.0: Convergence of Knowledges and Machines</i> Quantum Dramaturgy: A New Theatrical Code for a New World Antonio César Morón, Professor, Didáctica de la Lengua y la Literatura, University of Granada, Granada, Spain The world we live has experimented a lot of changes referred at points of view about reality, since Quantum Mechanics started to develop. Physics theories have absolutely changed our concept of life, and now we can talk about Postmodernity as a set of different concepts not only physical but cultural too. One of the most interesting aspects of this subject explored in this paper is a new dramaturgy starting with the principles of Quantum Mechanics to give culture a new code as a new dramatic technique that can better explain humans in the actual world. <i>Critical Cultural Studies</i>



Wednesday, 3 July	
11:30-12:45	PARALLEL SESSIONS
Room A12	Reconceptualizations Plato's Philosophy of Peace Coleen Zoller, Professor of Philosophy, Department of Philosophy, Susquehanna University, Selinsgrove, United States Many feminists commentators have claimed that Plato firmly accepts what the Ecofeminists such as Karen J. Warren call the logic of domination. I will show that, while his rejection of the logic of domination is not unvaryingly consistent, Plato uses his Socrates to argue against domination and subjugation in dialogues such as the Republic, Gorgias, and Laws. But Plato's philosophy of peace has been overlooked as has the common ground he shares with feminists like Karen J. Warren. Here I will argue that Plato has mistakenly been interpreted as an advocate of domination and subjugation on account of at least four factors: (1) including interlocutors who defend the logic of domination, even though they are Socrates' foils; (2) endorsing a hierarchical notion of leadership in the soul and the city; (3) failing to reject the logic of domination clearly in the context of slavery and misogyny; and (4) most scholars' aversion to recognizing Plato's emphasis on concerns about poverty in the Republic and Laws and the cooperative political approach endorsed in the Republic's First City. In discussing these four factors, I will show how it happens that Plato is mistaken for a war-mongering advocate of domination when a more careful reading of the dialogues actually demonstrates that, much like the Ecofeminists, Plato aspires to a radical transformation of society's values and social/political structures, policies, and relationships that is oriented toward harmonious cooperation. <i>Civic, Political, and Community Studies</i> Perceiving Economic Inequality in Everyday Life Increases Support for Redistributive Policies Through Intolerance to Inequality Juan Diego García-Castro, Professor, San Ramón, University of Costa Rica, San Ramon, Alajuela, Costa Rica This paper considers the relationship between the Perception of Economic Inequality in Everyday Life (PEIEL) and two of its most important effects: tolerance to inequality and attitudes toward redistributive policies. People perceive and evaluate reality according to the most accessible and prominent characteristics of their immediate surroundings. Although previous works have examined the consequences of the perception of inequality, they have usually used abstract measures. Four studies were conducted. The first was correlational (207 participants) and used a scale designed to measure PEIEL. The next two were experimental: one exploratory (261 participants) and the second confirmatory (372 participants). PEIEL was manipulated by asking participants to think and describe in an essay the impact that the wealth has on the everyday life of the friend with most and fewest economic resources they know. A control condition was also used. In Study 4, 285 participants were asked to do the same, but after reviewing the Facebook timelines and photographs of their friend with the most and the fewest economic resources. The results showed that PEIEL predicts, over and above the abstract measures of inequality, tolerance to inequality and attitudes towards redistribution. Those who were exposed to the manipulation of PEIEL tolerated less inequality and supported more redistribution. The studies show that tolerance to inequality mediated the relationship between PEIEL and attitudes toward redistributive policies. These results indicate that in order to reduce economic inequality tolerance and increase support for redistribution, strategies could emphasize inequality's negative effects on people's daily lives. <i>Civic, Political, and Community Studies</i>



Wednesday, 3 July	
11:30-12:45	PARALLEL SESSIONS
Room A13	Tech Trends Knowledge-machine Convergence Based on Quasi-physical Approach to Humanitarian Phenomena Nikolay Bormatenko, Scientist, Scientific Department, NGO "Association Noosphere", Dnipropetrovsk, Ukraine Sergiy Kosenchuk, Researcher, Scientific, Noosphere Ventures, Ukraine Igor Khanin, Professor, Department of International Economics, National University of Water Management and Nature Resources Use Maxim Polyakov, Managing Partner, Top Management, Noosphere Ventures, Dnipropetrovsk, Ukraine Marx's discovery of quasi-physical effects of conscious phenomena, noticed and developed by Merab Mamardashvili, can serve as a basis for convergence for objects, which belong to the spheres of conscious and natural phenomena. There are no purely conscious phenomena or purely natural ones. Consciousness filters natural phenomena and has impact on its form, and conscious phenomena result not only in physical effects of activities, but also in quasi-physical ones. We suggest a quasi-physical approach to signs, represented by such non-physical artefacts as computer programs, databases, and business organizations. 2019 <i>Special Focus - The World 4.0: Convergence of Knowledges and Machines</i> On Growing and X-Reality Faculty Learning Community at University of North Carolina-Chapel Hill – Year 1 Lucia Binotti, Professor, Romance Studies, University of North Carolina-Chapel Hill, Chapel Hill, United States Matthew Belskie, PhD Student, University of North Carolina-Chapel Hill, United States In 2018, a transdisciplinary group of researchers, educators, and librarians at University of North Carolina-Chapel Hill (UNC-CH) founded the XR Faculty Learning Community (XRFCL) auspiced by our Center for Faculty Excellence. We are scholars and practioners coming to working together on the assumption that X (Xtended, Xponential, Xperimental, Xtreme) Reality tools have the potential to multiply formats and channels of communication, to expand awareness of the interdependency of symbolic, emotional and embodied cognition, to encourage collaborative learning environments, and to reconfigure the breadth of global learning. An important takeaway from our first year of work at the XRFCL is that -- at least here at UNC -CH -- researchers in the Humanities are those providing crucial new insights into XR's impact and pitfalls. XR empowers a democratization of experiences, lending to the Humanities innovative concepts, methods and tools with which to infuse new meaning into and make new sense of human-centered themes, cultures and places. Not surprisingly, we find that what XR gives to the Humanities, the Humanities gives back to XR – in the form of novel intuition into the dynamic uses of XR, in the possibilities to describe a more complete theoretical humanities framework through which XR is critically examined and applied, and in being the best positioned to effectively advance the debate over Innovation, systems of knowledge and the future of education. Within our first year cohort we have observed this give and take in different ways. For the NDitH Conference we showcase and discuss three representative use-cases. 2019 <i>Special Focus - The World 4.0: Convergence of Knowledges and Machines</i> A Millennial Way to Learn Languages: Virtual Reality as a New Strategy Rosalie Barrera, Director of the Interactive Media & Language Center, Department of Modern Languages and Cultures, Baylor University, United States In this review, I describe five current virtual reality (VR) tools available for use in the acquisition of languages. I focus my comments on Mondly, Immerse Me, Google Earth, 360 videos, and data rich VR games. In the study, I detail the features of the programs including cost, equipment needed, languages offered, skills practiced, treatment of the target language culture, and other important details that will help instructors decide which programs would best suite the pedagogical needs of their students. 2019 <i>Special Focus - The World 4.0: Convergence of Knowledges and Machines</i>
12:45-13:45	Lunch/Almuerzo
13:45-15:25	PARALLEL SESSIONS



Wednesday, 3 July	
13:45-15:25	PARALLEL SESSIONS
Room A1	Critical Considerations Quiet Female Dissidents: Eva and Nina as Quiet Humanists Brenda Flanagan, Edward Armfield Senior Professor of English, English, Davidson College, Davidson, NC, United States In every country there are female humanists who, through quiet yet defiant acts, serve as inspiration to others. A case can be made for Eva Svankmajerova and Nina Simone. Known mainly as an illustrator for the many films made by her husband, Jan Svankmajer, Eva was also a writer whose fiction and poetry, executed samizdat while then Czechoslovakia was part of the Soviet bloc, so influenced other dissidents, that she is known as the "Mother of Czech Surrealism." Nina Simone, famous around the world as a singer, survived the vicissitudes of racism and used her experiences to embroider her lyrics with hope. I worked with Nina Simone in 1967, and came to know Eva Svankmajerova through many interviews. Their stories of resistance, mainly untold, are examples of the ways in which women act as quiet dissidents and serve as inspirational models for younger generations struggling for civil rights all over the world. <i>Civic, Political, and Community Studies</i> HerStory is Crucial: Giving Voice to Black Women in Speculative Fiction Tamara White, Instructor, English, Clark Atlanta University, Atlanta, United States Black speculative fiction is informed by indigenous and transnational folklore. The stories within the genre are perceived as testimonial based on the ability to convey a deep connection to cultural ideologies. Some of the prominent Black women writers who write in speculative fiction genre, Octavia Butler and Erna Brodber, critically address the lack of people of color in speculative text by creating Black protagonist that speak cultural truths and re-examine traditional historical ideologies. Sherones likes Butler's Dana in the text <i>Kindred</i> and Brodber's Ella in the text <i>Louisiana</i>, have contributed to the idea of strong women that are rooted in their culture and who are unafraid to challenge systematic and social constructs; for these women those ideas are centered around Black women as leaders, black women as intellectuals, and Black women who embrace their difference. This sort of dialectical shift, from Black women as servants to leader, causes a shift in the exclusive nature of mainstream speculative fiction. The works of Butler and Brodber create a space for black speculative fiction to transform the ideas of perceived (high or exclusive) art by opening and reviewing Black spaces as substantive. This paper explores the Black cultural voice in speculative fiction and illustrates how black sheroes can and do transform traditional ways of thinking about black women. <i>Critical Cultural Studies</i> Challenging World Views: Alternative Realities in Chinua Achebe's <i>Things Fall Apart</i> Ronit Mazovskiy, Tel Aviv University, Israel In his much-beloved novel "Things Fall Apart," Chinua Achebe strives to create a world that is wholly different from ours yet familiar in its portrayal of our shared experience as part of the human race. Achebe's story is of a tribal community's march to modernity as it is transformed almost overnight into a colonial vassal, subjected to European customs and institutions and alienated from its traditional ways. This transition—the liminal phase between tribal life and Western subjugation—is at the heart of the novel, and Achebe makes clear what is lost during this upheaval. Achebe challenges many of the European perspectives brought in by the British, in particular, the Western notions of subjectivity and the confluence of language and logic. This paper explores how by representing Ibo perspectives on these ideas in his novel, Achebe challenges Western cultural hegemony and highlights a radically different approach to subjective experience and ontological space. This challenge to Western cultural structures operates on the formal level in the novel as well. This paper also highlights ways in which Achebe subverts our expectations of the generic novel by including the use of the ethnographic voice and incorporating African aesthetic modes. Finally, this paper argues that the incompatibility of these two modes and perspectives is absolute and the destruction of the Ibo worldview at the hands of the West is inevitable and total. <i>Critical Cultural Studies</i> Critique of Economic Policy: Impossibility Theorem of an Effective Economic Policy in a Capitalist Economic System Carlos Ezquerro, Granted Doctoral Researcher, Philosophy, Universitat de Barcelona, Spain Economic crises tend to intensify social conflict and the consequent reconsideration of present economic and political theories and practices. Within this framework, this study introduces research intended to prove that it is impossible to develop an effective economic policy in a capitalist economic system. My theoretical approach is called 'reconstructive and projective technography', a development of methodical constructivism as understood by authors like Paul Lorenzen or Peter Janich. The main idea is to integrate the theoretical side of economic science with its social and political dimensions, thus highlighting the importance of theory and philosophy as a tool of social welfare. I take the following steps: 1) Starting from a set of economic realizations, I conceptualize and reconstruct economic policies using a precisely constructed language. I choose representative examples of economic policies after the 2007 crisis, concretely those claimed to restore economic growth, reduce state budget deficit or decrease unemployment. And I select three countries: the US, Germany and Spain. 2) Basing on (1), I find some rules of the game of the economic system which are common to these three economies and any other market economy such that they apply to any possible economic policy within such economies. 3) Basing on (1) and (2), I criticize the economic theories used to justify these policies and thus their alleged theoretical foundation. 4) Basing on (1), (2) and (3), I prove my impossibility theorem. <i>Critical Cultural Studies</i>



Wednesday, 3 July	
13:45-15:25	PARALLEL SESSIONS
Room A2	Connective Elements Stay With Me Lyndall Adams, Senior Research Fellow, School of Arts and Humanities, Edith Cowan University, Australia How do you paint the emotions experienced by a parent as they watch a loved child's risk-taking behaviour? This paper examines the embodied studio process entered into when confronted with such a question. In the studio, we rehearse the world through the body performing the senses (site, touch and memory) and making them visible and tangible. This is because our embodiment is premised on the mutually constituted agency of the self/other, or self in/of the world. However, the complexity of emotional responses that are present when a participant spectator is witness to life gone awry are manifold. This series of paintings tells a mother's story. A story that is personal. A story that is common to many parents. I am not interested in likeness. All works made are subjective however working with images of my child (not someone else's child) is loaded with an additional somatic and mnemonic burden. Memory and remembering are complicated. Bodily memories of a beloved child—now a young man—are subjective. In the studio, I inhabit the complex space of love, disgust, fear, betrayal, terror, stress, disbelief, and again, and mostly, love. The representations explore the space between self and other while questioning the subject position within that relationship. How do I express this relationship? By bringing artist, narrator and parent into connection I question the relationship between self(ves) and other(s), particularly questions of different embodiments, an intimate process of imaging, the intimate embodiment of the artist. <i>Communications and Linguistic Studies</i> Sheltered Instruction: Slow Learners, No More a Challenge Now Fariha Asif, English Language Lecturer, English Language Institute, King Abdulaziz University, Jeddah, Makkah, Saudi Arabia English language, because of its peculiar structure and strangeness in certain circumstances, is a hard nut to crack for many foreign learners. In Arab countries, this gigantic issue is not easy to grapple with either by learners and teachers. In the EFL/ESL classroom, the majority of teachers observe a limited number of learners who always keep lagging behind the rest of class. Despite teacher's leaving no stone unturned, they cannot keep pace with the class in a usual manner. These slow learners cannot be ignored; rather they need and deserve more attention from the teacher. Their potential cannot be neglected. Their talent is hidden so it needs to be explored. The only thing they lack is lack of fondness and interest and diversion of attention. If these trends can be overcome and their capabilities are properly directed, they can become active learners. Various techniques and tips have been adapted to make them active and interactive participants in the class. Sheltered Instruction Observation Protocol (SIOP) is an Instructional framework of best practices. It develops language as teachers deliver content consisting of eight components (or big ideas). It also facilitates thoughtful, purposeful curriculum planning. However, SIOP is based on accessible instructional practices. It was quite clear and explicit learning objectives. It also fosters interactive and kinesthetic (psycho-motor) learning opportunities. In the end, SIOP is student-centred and task focused. This paper covers relevant issues about slow learners and how to grapple with this issue in a judicious and sagacious manner. <i>Communications and Linguistic Studies</i> Images of Parents in Contemporary Chinese Children's Literature Lijun Bi, Lecturer, School of Languages, Literature, Cultures and Linguistics, Monash University, Clayton, Victoria, Australia Xiangshu Fang, Deakin University, Australia The concept of gender roles is formed very early in a child's life. By engaging in the fictional world, consciously or not, children will imagine themselves as the characters in the stories. The roles of depicted mum or dad can become integral to the child's personality development. This paper investigates the representations of parents and the portrayal of their expected gender roles in contemporary Chinese children's literature, focusing on the constructions of masculinity and femininity. It attempts to demonstrate the continuity of, as well as the radical departure from, the traditional stereotypes, concerning gender roles of parents in the post-Mao era (1977-2017), when internal logic of development of literature was shaped by the social movement of Openness and Reform and nurtured by a return of the realist aesthetics. During this period, Chinese society changed rapidly, and so did the portrayal of parents in stories for the young, which became more diversified. Analysis of these images offers us an insight into Chinese society as well as children's literature in China as a didactic tool for moral education. <i>Literary Humanities</i> Connections: Building a Network to Produce an Arts-Based Research for Creation Documentary Film Patsy Iwasaki, Instructor, English and Communication, University of Hawaii at Hilo, United States Applying the "machines" of media production, the Internet, digital technologies, and the systematic, analytical approach of the connectivist learning theory framework, this study explores how an educator researcher can design and develop a collaborative, diverse, scholarly, open and connected learning resource network for a documentary film that will be used for humanities education, instruction, and public accessibility. The subsequent documentary will be about little known early Japanese immigrant Katsu Goto, one of the first Hawai'i sugar plantation contract laborers in 1885 who was unfortunately lynched and killed in 1889 because of his labor advocacy and mediation between plantation workers and management. The study utilizes a qualitative narrative and historical design approach and self-study methodology to collect data: the participant interviews, multimedia references, repositories and historical artifacts about and in relation to Goto, including Japanese emigration, Hawai'i immigration, and the political, cultural and economic history of Hawai'i and Japan. The educator researcher's media background, ethnic and cultural heritage, education, experiences, interests, relationships and educational practices; the knowledge generation, sharing and presentation aspects of this study; the complex nature of developing an educational and professional network based on personal processes and context; multiple qualitative data collection methods; and the creative, storytelling, interpretive nature of film, make self-study an extremely relevant methodology for this study. The presentation focuses on how the learning resource network's design can connect autonomous and diverse participants and share examples of how the network functions in regards to information about Goto, while expanding global connections and collaborative learning. <i>2019 Special Focus - The World 4.0: Convergence of Knowledges and Machines</i>

Wednesday, 3 July	
13:45-15:25	PARALLEL SESSIONS
Room A3	Literary Reflections Looking Through the Wound: The Spectre of Communalism Within the Partition of Bengal Maurice O'Connor, Senior Lecturer, English and French Department, University of Cadiz, Cadiz, Spain This paper explores the partition of Bengal through Sunanda Sikdar's memoir <i>Dayamoyee Katha</i>, alongside an extended corpus of short stories whose central themes also deal with the partition of Bengal. On the contrary to India and Pakistan who define nationhood vis-à-vis the anti-colonial struggle and the subsequent act of Partition, Bangladeshis view their foundational eschatology through the lens of the 1971 war with West Pakistan. Certainly, rather than deal with the traumatic outcomes of partition, all new nation states on the subcontinent have focused upon a triumphalist narrative that celebrates independence from colonial rule. Although this historical background shall be present in my paper, my principal aim is to show how imaginative texts provide alternative readings of these historical events and, thus, serve to contest the dominant discourses of national historiography. In this respect I shall evidence how the text constructions alternative visions of belonging that contest the grand narratives of nation. In this light, Sikdar gives testimony to the conviviality that existed between Hindu and Muslim populations whilst not denying the incommensurable nature of border existences. Here, I shall evidence the ways in which her narrative opens up new nodes of understanding as regards how caste, gender, religion, and capital inform human relationships in complex ways. Part of my theoretical considerations shall be grounded upon the field of trauma studies and, through the work of Cathy Caruths (1995), I will look at the process of writing as a means to access suppressed traumatic experiences. <i>Literary Humanities</i> American's Coming of Age: Willa Cather's Female National Hero in <i>The Song of the Lark</i> Molly Metherd, Associate Professor, English, Saint Mary's College of California, Moraga, United States In the first decades of the twentieth century, US intellectuals including Van Wyck Brooks, Randolph Bourne, and Waldo Frank believed that Americans had lost their connection to place and to ethnic traditions and were becoming an aimless, half formed, people without a usable past or a native artistic tradition to define them. In "America's Coming of Age" (1914), Brooks argues that America needs a great artist with lived experiences who can proclaim the American character. Many modernist artists concurred, arguing that they need to break from European and classical models and "find a source in America for what we think and do" (William Carlos Williams). This paper examines a novel that seeks to answer this lament in fiction. This bildungsroman depicts the formation of an artist born in the American west, overcoming social obstacles and ultimately succeeding on the stage in New York. It is not entirely surprising that this novel, <i>The Song of the Lark</i> (1915) was written by the American author Willa Cather, who moved in the same circles as many of these thinkers. What is surprising, however, is that <i>The Song of the Lark</i> depicts a woman as the artistic source and national hero in the text. This novel emplots the artistic development of Thea Kronberg alongside the development of the American nation in historical time and also explores the asynchronic moments, "cosmopolitan remainders" (Tobias Boes), that subvert the temporal and geographical structures of the novel and open new spaces in the American narrative. <i>Literary Humanities</i> The Fate of Reason in a Post-truth Age: Reflections from Sigmund Freud's <i>Future of an Illusion</i> Marcelo Da Costa Maciel, Associate Professor, Department of Social Sciences, The Federal Rural University of Rio de Janeiro, Rio de Janeiro, Rio de Janeiro, Brazil The paper examines the current conditions of production and diffusion of the knowledge in the field of the Humanities, also exploring the prospects that may be opened for the future. Taking as a starting-point Sigmund Freud's statements in the essay "The Future of an Illusion" (1927), we evaluate Freud's diagnosis of the modern era and the roles played by religion and science in it. Next, the concept of "post-truth" is discussed as a key for the understanding of the present time, highlighting its implications on the field of the Humanities. At this point, themes such as the crisis of reason, the decline of the Humanities and the empire of technologies are addressed. Finally, the paper points out some possibilities for teaching and research in the Humanities nowadays. Following Max Weber's ideas in "Science as Vocation" (1917), the need for both enthusiasm and discipline, without exaggerated optimism, but also without resignation or renunciation, is emphasized. As a conclusion, we argue that professors and researchers in the Humanities are charged with the task of keeping and transmitting a heirloom that is extremely valuable at present and may even be indispensable in the future. <i>Critical Cultural Studies</i>



Innovations in Peer-to-peer Mentoring in Academic Skills in Higher Education

Stephen Price, Lecturer, Student Engagement, Swinburne University of Technology, Melbourne, Australia

The importance of peer-to-peer programmes in higher education as a means of support for students has continued to grow as higher education is accessed by increasing numbers of students. Typically, support is provided by students with proven skills in specific subject areas or in academic literacy. This paper outlines the basis for the success of a peer-to-peer support programme in an Australian university which deviates from these typical approaches. Peer support is provided by successful students who will not necessarily have understanding of the content or specific literacy requirements students present with. The approach adopted in this programme is dialogic (Bakhtin, 1986) and its success is based on the co-construction of understanding which both mentor and mentee engage in as they work through issues the mentee presents with. This paper outlines the nature of the success of this programme as disclosed by focus group discussions with students and responses to questionnaires, and discusses these in light of both dialogic and academic literacies (Lea and Street, 1998) approaches to the development of understanding and learning.

Communications and Linguistic Studies

Integrating Literary Texts into Foreign Language Instruction : New Techniques and Methods

Julia Titus, Faculty, Slavic, Yale University, New Haven, United States

Current research in second language acquisition confirms that in order to attain high learning outcomes foreign language learning has to be authentic, culturally meaningful, and cognitively appropriate from the very beginning. Modern technology awards many advantages to the foreign language learning by allowing educators to introduce authentic and culturally rich materials from the very beginning of language learning, and thus motivate and empower the students. Integrating a variety of authentic literary texts in a foreign language classroom presents an ideal medium through which the students can learn new grammar and vocabulary in context, practice their pronunciation, and correct intonation while enriching their cultural and literary knowledge of the target country. The paper presents a web-based project developed at Yale University that contains more than a hundred poems in Russian, geared to different levels of proficiency, all with complete audiofiles, extensive glosses, background notes in both languages and supplementary grammar and vocabulary exercises. The presentation will focus on the specific techniques of teaching a foreign language through literary texts and propose different ways of integrating poetry into the second language courses at different levels of proficiency, from beginners to advanced learners. <http://russianpoetry.yale.edu/>

Humanities Education

Teachers' Self-Reported Intentions to Alter Their Practice Based on Second Language Acquisition Theories

Paul Markham, University of Kansas, United States

The purpose of this study is to understand how teachers' intentions to utilize Second Language Acquisition (SLA) theories change as a result of participation in a university SLA theory course. The research questions were: (1) To what extent do teachers indicate changes in their SLA theories resulting from course participation? and; (2) Which SLA theories presented in an SLA theory course do teachers indicate they are willing to apply in their classrooms? A total of seventy-five students participated in regular or online sections of the course over four semesters. In addition to weekly assignments based on reading research articles, students were asked to articulate their own personal theory of SLA once at the beginning and at the end of the semester. The analyzed results revealed that preservice teachers (68%) and practicing teachers (67%) were both quite likely to change their initial personal theories as a result of course participation. However, 82% of the international students changed their personal theories completely or somewhat, whereas only 61% of domestic students demonstrated similar changes. Regarding the application of their personal theories, no participants mentioned English for Academic Purposes in their initial theories, but it was the most frequently mentioned factor in their final theories. Moreover, Practice and Exposure tied for first place in their initial theories, but did not make their top ten theories at course end. Moreover, Bilingual Education, Feedback, and Learner Variability received no support in their initial theories but were among the top ten factors mentioned in their final theories.

Communications and Linguistic Studies

Interplay of Place, Politics, and Poetics: Teaching at the Fluid Borders of Immigrant Writing, Spatial Mapping, and Literary Analysis

Pushpa Parekh, Professor, English, Spelman College, Atlanta, GA, United States

As an innovation strategy in teaching the English Seminar on Immigrant Women's Literature to undergraduate English majors, at Spelman College, I integrated a module on spatial mapping, through ArcGIS technology, to advance literary study. The ArcGIS module introduces the mapping software for integrating spatial analysis with literary close analysis. The visualization tools and layering features (map, text, and image) of the ArcGIS are introduced to build interdisciplinary and inter-medial approaches to immigrant literary themes and issues central to the course. Having read creative and theoretical literary works on immigration, students in the course engage with concepts of "crossings," "intersectionality," "social justice frameworks," "mestiza consciousness," transnational and "third world" feminisms, immigrant detentions, internment, "Disability Aesthetics," body politics, places and spaces, retrospective journeys, immigrant Bildungsroman, global trafficking and human smuggling, etc. The project module requires students to attend three ArcGIS workshops. In spring 2017, students attended three workshops (on Feb 16, March 9, and April 18), of a total of 4 and 1/2 hours, with Dr. Stephen Larson, professor of Sociology/Anthropology with ArcGIS teaching expertise. Students were also required to practice using the software tools in the computer technology lab, Giles 201, reserved on Tuesdays from 11-1 pm. These activities, student workshops, assignments, and their reflections through Moodle exchanges and the capstone experience of writing the research project module constitute the focus of this paper. i

Literary Humanities

Wednesday, 3 July	
13:45-15:25	PARALLEL SESSIONS
Room A5	Colloquium Coalition Across Difference: Conceptualizing Possibilities Through Cosmopolitan Inquiry Michelle Koehler, Grades 9-12, English Language & Literacy Educator, Utica Community Schools, Columbus, MI, United States Jeannette Armstrong, Director of Graduate Programs in Education; Assistant Professor, Graduate Programs in Education, Viterbo University, La Crosse, WI, United States Maria Lisak, Assistant Professor, Chosun University, South Korea Mary Beth Hines, Chair/Associate Professor, Literacy, Culture, and Language Education, Indiana University, United States Erin McNeill, Instructor of English and English Learners, Center Grove High School, Greenwood, IN, United States This study explores how K–16 teacher-researchers in US and Korean classrooms addressed the issue of negotiating difference locally and globally, virtually and actually, against the transnational backdrop of heightened immigration/refugee displacement, precarity, and hate crimes in the US and Europe. As Butler (2015) argues, building coalition across difference is the primary problem of this current historical moment. As a group of agentive teacher-researchers, we have turned to cosmopolitan theories as a resource for addressing these issues. Cosmopolitanism, as enacted within these projects, involves “conceptualizing and addressing the challenges and possibilities of communicating with diverse others across globalized transnational spaces, multimodal texts, and distant, heterogeneous, and interactive audiences” (Hull & Stornaiuolo, 2014). We use cosmopolitan’s notion of “proper distance” (Silverstone, 2003 and 2007) to explore the politics of difference and to develop rhetorically appropriate, ethical, and culturally sensitive literacy practices in respect to local/global issues and audiences. Although we work in different contexts, our shared conceptual framework and research methods unify our research and this proposed presentation. We draw from practitioner inquiry projects in our respective K–16 classroom contexts (Campano, 2007; Cochran-Smith & Lytle, 2009) investigating shared research questions: How do teachers and students create the conditions for culturally sensitive practices that reflect local and transnational flows of ideas, resources, and issues? What are the tensions inherent in negotiating “proper distance” in culturally sensitive ways? What is the impact of our inquiry on students’ understanding of local/transnational flows of peoples, resources, and ideas? <i>Civic, Political, and Community Studies</i>



The Ngāpuhi Settlement Process

Hōne Sadler, Te Tumu Whakarae (Senior Lecturer), Te Wānanga o Waipapa, The University of Auckland, New Zealand

This study analyzes why after eleven years of seeking a mandate, Ngāpuhi refused to accept an evolved mandate. The evolved mandate was developed and voted on by Ngāpuhi after eight months of meetings throughout New Zealand and Australia in November 2018, to take the Crown to task for its deliberate acts of aggression, the illegal acquisition of lands, properties and policies that adversely affected Ngāpuhi since the signing of Te Tiriti o Waitangi (Treaty of Waitangi) 06 February 1840. Ngāpuhi is the largest Iwi (Māori Nation) with an approximate 150,000 population. Approximate Māori population is 20% of the 4.5 million New Zealand population. The Ngāpuhi territory is in the mid north of the North Island being the most deprived area of the country having high unemployment, low health and educational outcomes, with little infrastructure to support industry and employment growth. Despite endeavours of the coalition government of Labour, New Zealand First and the Greens, to help Ngāpuhi prepare for negotiations, this did not occur. Notwithstanding the deficit situation and conditions in Ngāpuhi, the evolved mandate wasn't accepted. The mandating process began in 2008 under the National Government. They recognised the Tūhoronuku Mandate in February 2014 allowing the negotiations process to be entrained. The mandate was challenged by fifteen Hapū in the Waitangi Tribunal which put a hold on everything until its report in late 2015. The next two years was a state of flux until the elections in September 2017 which heralded in a new government.

Civic, Political, and Community Studies

Reconciliation (Sulha) between Arab Customs, State, and Islam

Aref Rabia, Universitu of Coimbra, Portugal

This paper describes and analyzes the nature of justice among Arab society, in order to bring the two rivals into peace through the process of reconciliation (sulha). Examining Arab customary law ('urf) provides unique insights into the origin of law in general. The customary law of tribal communities, which is markedly rational, regulated broad areas of social life. Over many centuries, for the great majority of the Arab people, the 'urf is an important determinant in their daily lives as a mechanism for reconciliation. One of the cornerstones of the tribal-Arab legal system consists of its definitions of customary law and justice, which are based on a unique logic and orientation. Customary law is viewed as a right (hagg), in the sense of an entitlement. Thus, every person is entitled to what Arab view as the basic and inviolable elements of human existence: the right to life, honor, and property. This is a natural condition founded on a state of natural justice. The first section addresses the issue of tribal-Arab customary law and justice, the role of the local judges and the concept of rights in tribal-Arab society. The second section presents case studies about justice and reconciliation. The third section offers a review of the literature on justice and reconciliation in Islamic societies. This followed by a conclusion.

Civic, Political, and Community Studies

Actual Situation of the Foreign Residence in Yokohama City by Analysis of the Subregion Unit: From the Viewpoint of Multicultural Symbiosis

Takashi Nakamura, Lecturer and Associate Professor, Department of Civil & Urban Engineering, Tokyo City University, Tokyo, Japan

Ryo Hasegawa, Officer, City of Yokohama, Japan

Japanese stock of foreign population component of total population is 1.8% at 2015. This is low level in the 35 OECD countries. But inflows of foreign population into Japan is 39.1 thousands at 2015, fourth largest number of population among OECD countries and population trends upward. That will have a tendency to increase in the future under a shortage of workers with the falling birthrates and aging. The symbiosis with the foreigner will be an important problem in future for Japan. Yokohama city is the city that opened abroad first at 1859 in national isolationism. A lot of foreigners live now in Yokohama city. The city advocates multicultural symbiosis with an important aim of the municipal administration. This research targets Yokohama city. The study analyzed distribution of the foreign residents according to 1757 subregions of Yokohama city at 2010 and 2015. Thereafter, we squeezed the area where the foreign residents' trend was characteristic and performed the field works such as hearing investigations. As a result the following points were demonstrated. A. Foreign population trends are various by a subregions. B. A foreign intensive place of residence is formed. C. International exchange lounges takes a big role, but the labor shortage of the staff and the fewer facilities are problems.

Civic, Political, and Community Studies

Be Similar or Be Different?: Attitudes Towards Integration of Migrant Workers in Macao, China

Ian Shelley Alabanza, Assistant Professor, Faculty of Humanities, University of Saint Joseph, Macao, Macao

The International Monetary Fund predicts that Macao will be the richest place in the world by 2020. Because of this, Macao has become an attractive place for migrant workers to seek employment especially those coming from developing countries. Mainland Chinese workers make up the biggest number of migrant workers in Macao. However, the social or cultural integration of these workers into Macao society is not much of a task since they essentially share the same ethnicity and culture as the local inhabitants. Other workers who make up a significant number of the migrant worker population are those coming from the Philippines, Vietnam, and Nepal. This research investigates the attitudes towards integration into Macao society of migrant workers from these countries. It looks into the rate and extent by which these migrant workers acquire the local language, interact socially with locals, and their attitudes towards the culture, norms, and practices of Macao society. Through the collection and analysis of both quantitative and qualitative data, this research also takes into consideration the cultural background of the migrant workers from these three countries and reveals to what extent it influences their attitudes towards integration in Macao society.

Civic, Political, and Community Studies

Interacción social en el proceso de envejecimiento y su legado cultural: Autonomía-Conexión afectiva positiva

Erika Ruperti, Docente, Universidad Estatal de Milagro, Milagro, Ecuador

Desde hace algunos años, el concepto de vejez se ha tornado en un eje de observación y de análisis; el aumento de la esperanza de vida ha provocado un sinnúmero de estudios que conllevan un enfoque integrador sobre el proceso de envejecimiento (reconociendo que se puede llevar esta etapa del ciclo vital con grandes ganancias a las futuras generaciones), y se resalta que puede llegar a ser una experiencia psicológicamente positiva. En este sentido, analizar la interacción social de este grupo de edad se vuelve relevante para que, las futuras generaciones, se enriquezcan con bagaje cultural que acorte las brechas intergeneracionales. El objetivo del estudio se enfoca en el análisis de la interacción social de adultos mayores en las dimensiones de bienestar psicológico-índices y valores sociométricos del CIVSOC. La muestra se caracteriza por personas mayores de 60 años, sin deterioro cognitivo y con independencia funcional en su vida diaria (N=110). Los análisis incluyen datos descriptivos, diferencias significativas entre grupos y matrices de correlaciones. Para el análisis de las variables se usó la escala de Bienestar Psicológico que evalúa cinco dimensiones (Ryff, 1995) y test Sociométrico CIVSOC (Barrasa y Gil, 2004) Los resultados indican que existe relación entre los nexos "Autonomía-Conexión afectiva positiva"; "Dominio del entorno-Popularidad e Impopularidad" y "Propósito de vida-Estatus Sociométricos". El estudio revela la importancia de la construcción social, en el contexto individual, para las relaciones saludables en los contextos grupales; trasmitiendo un legado de autoafirmación y estilo de vida saludable desde edades tempranas.

Educación en humanidades

Los esquemas mentales en el docente ecuatoriano: Relación entre "Defensividad-Operatividad" y "Espontaneidad Vital" en el docente

Diana Aguilar Pita, Docente, Investigadora, Universidad Estatal de Milagro, Milagro, Ecuador

Elka Almeida, Investigadora, Universidad Estatal de Milagro, Ecuador

El presente trabajo tiene por objetivo identificar la relación que se origina en los esquemas mentales de los docentes ecuatorianos y el desarrollo en la toma de decisiones —ante situaciones de impulso o de frustración— que puede atender en su accionar. Para la investigación, se utilizó una muestra de 180 docentes de diferentes instituciones educativas del Ecuador; siendo la mayoría mujeres (117). El instrumento empleado fue el test "MOLDES", (Hernández-Guanir, 2010), que mide esquemas mentales del sujeto y consta de 87 ítems (utilizando la escala de Likert para las respuestas). El coeficiente "Alfa de Cronbach" es de ($\alpha = 0,755$) para la Dimensión Cognitiva. Se ha tomado en cuenta la Defensividad y Operatividad en el encuadre emocional ($\alpha = 0,817$), y la Espontaneidad Vital. En los resultados principales, se encuentran relaciones significativas entre Defensividad y Espontaneidad vital ($r = 0,420$). También se encontraron en la dimensión de Operatividad y Espontaneidad ($r = 0,654$).

Tomando, como referencia, que las dimensiones de Defensividad y Operatividad muestran un enfoque sobre el curso de la vida —que puede ser constructivo o improductivo—, mientras que la Espontaneidad Vital permite saber el modo de situarse ante diversas situaciones y obtener un mejor grado de expansión personal. Los resultados indican que existe un realismo productivo en el docente ecuatoriano, que conlleva una disposición espontánea e implicativa en su quehacer diario, tanto en sus intereses como en sus emociones.

Educación en humanidades

Del voluntariado a la intervención social: La agencia: construida a partir de un proyecto colaborativo-crítico en contexto multilingüe

Marisol Paricia Saucedo R Lage, Psicopedagoga, Colegio Espanhol Miguel de Cervantes, São Paulo, Brasil

Esta investigación tuvo como objetivo analizar el enfoque de enseñanza-aprendizaje afectivo-cognitivo, y la relación con el concepto de agencia, con alumnos de 12 a 15 años (educación primaria y secundaria) de un colegio bilingüe español y portugués. Las actividades propuestas fueron desarrolladas en un curso sobre el voluntariado educativo. Los estudios han señalado la importancia de involucrar a los jóvenes estudiantes en actividades tales como visitar una residencia de personas mayores, o acudir a centros y ONGs que acogen animales; y crearon proyectos de intervención social en los centros visitados. Esas actividades, además de desarrollar la socialización entre los alumnos, han posibilitado establecer vínculos y desarrollar la afectividad, consciencia crítica y creatividad. El marco teórico son los estudios socioculturales de la "Teoría Socio-Histórico-Cultural"; los conceptos: "perejivanie", "agencia", "repertorio lingüístico", "translenguaje" y "afecto", de Spinoza y otros. Esta investigación se fundamenta en el carácter interdisciplinario de la Lingüística Aplicada —que busca reflexiones importantes al contexto y práctica social del lenguaje en el proceso de enseñanza-aprendizaje—, considerando el papel social del alumno y de los educadores en el repertorio cultural. La investigación se presenta como una "investigación crítica de colaboración", que tiene como supuesto intervenir en el contexto para trascender la observación y la descripción; permitiendo que todos los involucrados participen en la construcción de los objetivos y en la concreción de las acciones. Los estudios señalan que las actividades han posibilitado a cada alumno apropiarse de la cultura, asumir una posición e intervenir y trabajar en colaboración.

Educación en humanidades

Wednesday, 3 July	
13:45-15:25	PARALLEL SESSIONS
Room A12	Novela contemporánea y análisis literario Anomia, violencia y corrupción en "El Puñal" de Jorge Fernández Díaz Mirta Zidovec, Professor, Florida State College at Jacksonville, Jacksonville, FL, Estados Unidos Fernández Díaz recurre al género de la novela negra latinoamericana para hacer una exposición crítica de la corrupción en la Argentina de la postdictadura. El personaje principal pertenece a una subdivisión de los servicios de seguridad, la que se dedica a proveer guardaespaldas a la vez que a espiar a distintos miembros de la sociedad. Para ello utiliza las nuevas tecnologías para recabar información o la infiltración en distintos ambientes. La anomia del personaje es una extensión de la anomia de una sociedad en la que prima el chantaje, la violencia y la falta de leyes. <i>Humanidades literarias</i> Ricardo Reis en "O ano da Morte de Ricardo Reis", de José Saramago: Del heterónimo hasta el personaje saramaguiano Mario Meleiro, Professor Adjunto, Instituto Politécnico da Guarda, Guarda, Portugal Rui Manuel Formoso Nobre Santos, Professor Adjunto, Instituto Politécnico da Guarda, Guarda, Portugal No es algo nuevo que los personajes principales de la novela "O ano da Morte de Ricardo Reis", de José Saramago, sean el resultado de una intertextualidad con uno de los más importantes —o el más importante— de los poetas portugueses. Nombres como Ricardo Reis y Lidia (así como el propio personaje de Fernando Pessoa) son creación de Fernando Pessoa, pero son principalmente una adaptación literaria por parte de José Saramago, que no se ha limitado a alterar —tal vez en exceso— sus características humanas. En atención a Marcenda, quedará por elucidar el verdadero origen del nombre; si fue una adaptación magistral de Saramago o si fue un pequeño error de interpretación. Lo que se pretende en este artículo es mostrar cómo Saramago deconstruye los principales personajes creados por Fernando Pessoa: volviéndolos más humanos, más reales, más completos desde el punto de vista de las sensaciones extremas —sea de felicidad plena, sea de una tristeza profunda, ambas incompatibles con un heterónimo extremadamente disciplinado—. Así, se hará un breve recorrido de las principales características del heterónimo Ricardo Reis, empezando por ejemplos concretos de sus odas, y contraponiéndolas con las características de este nuevo Ricardo Reis creado por José Saramago; utilizando, también, ejemplos concretos. De hecho, parece que Saramago quiso gastar una broma a Fernando Pessoa. <i>Estudios culturales críticos</i> Inventando la realidad: Ficción, historia y poder, en: "Una novela criminal", de Jorge Volpi Óscar Ortega, Universidad Autónoma de Yucatán, Mérida, México La presente ponencia, tiene como objetivo observar las relaciones —entre historia y ficción— presentes en la novela de Jorge Volpi "Una novela criminal" (2018); con el fin de encontrar los lazos que se extienden entre ellas (como formas discursivas y literarias), y que sirven para visualizar los mecanismos de poder que permiten entender las formas de construcción/invencción de la realidad mexicana contemporánea. Esto es debido a que el texto presenta un constante contrapunteo entre su fuerza documental y las apelaciones de la voz narrativa; que emerge como una forma de sacarnos de la imaginación propuesta por los discursos oficiales a través de los medios masivos de comunicación en México. Así, el resultado es poner en duda la noción misma de una realidad que parece más ficticia en cuanto mayor intervención del poder presenta, mientras que la ficción discursiva parece el único camino para salir del mar de irrealidad del México contemporáneo. <i>Humanidades literarias</i> Constelación de un mapa: Suicidio y literatura en Chile del XIX al XX Constanza Ternicier Espinosa, Profesora asistente e investigadora, Universidad Mayor, Santiago, Chile Desde la lógica de los estudios culturales es posible observar una mutua determinación entre las formas artísticas y la sociedad, pues las primeras también son estructurantes de realidades que se van fosilizando asociadas a determinadas estructuras de sentir. El suicidio es un tema de salud pública, pero donde también otros dispositivos biopolíticos imponen una profilaxis. Con todo, además de los discursos legales, morales y políticos, encontramos también el literario, mas no desde el control sino ligado a una política de los afectos. Así, urge la importancia del nombrar para reinstalar un tabú silenciado. Su mención suele ser rodeada de forma perifrástica a través de eufemismos que aludan al acto, pues la acuñación de la palabra es tardía. Es por ello que la literatura, en cuanto institución social, viene a cumplir un rol al absorber este tipo de fenómenos en imaginarios que a su vez son transferidos a la sociedad y estructurantes de determinados discursos y actitudes. En Chile, se suicida alguien cada una hora (OMS, 2018). A partir de aquí, es posible observar y analizar cómo ciertos hitos literarios e históricos configuran un mapa de suicidios en Chile. El propósito de la ponencia será es trazar una primera constelación que cartografie y tienda puentes entre los casos de José Manuel Balmaceda (1891), Teresa Wilms Montt (1921), Violeta Parra (1967) y Salvador Allende (1973). <i>Estudios culturales críticos</i>

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13:45-15:25	PARALLEL SESSIONS
Room A13	Análisis filosófico y social La idea de inconmensurabilidad y la posibilidad del diálogo entre tradiciones en MacIntyre Ricardo Morais Xavier, Director del Departamento de Humanidades, Universidad Peruana de Ciencias Aplicadas, Lima, Lima, Perú Si aceptamos la existencia de una inconmensurabilidad total entre las diferentes tradiciones, también sería necesario aceptar la imposibilidad de un diálogo potencialmente enriquecedor entre ellas. Los conceptos, valores e ideales de una de ellas no podrían ser mínimamente entendidos por la otra, excluyendo así cualquier intercambio razonable. En sus primeros escritos, MacIntyre tomó la idea de inconmensurabilidad de Thomas Kuhn. Este trabajo analiza cómo opera la idea de Kuhn en la propuesta de inconmensurabilidad propia de MacIntyre y sostiene que la relación dialéctica entre tradiciones, que es un tema importante en la ética de MacIntyre, depende de una idea no absoluta de la inconmensurabilidad. En un ambiente multicultural como el que caracteriza el mundo moderno, se pretende con esta investigación ofrecer luces para la práctica, tan apremiante en la actualidad, del diálogo entre distintas tradiciones. <i>Estudios culturales críticos</i> Física sin filosofía y viceversa: La Relatividad Especial como paradigma de un encuentro necesitado José Alejandro Fernández Cuesta, Estudiante, Universidad Complutense de Madrid, Madrid, España La independencia con la que evolucionan ramas como la filosofía por un lado y la física por otro, parece poner de relieve la clara necesidad de tender puentes en ambas direcciones. Si bien es cierto que, al menos en la teoría, siempre está presente esta idea de comunicación e interdisciplinariedad, en la práctica esto no es así. Se pretende, en esta comunicación, poner de manifiesto lo anteriormente dicho resaltando la necesidad, que no puede ni debe seguir ignorándose, de que filosofía y física cohabiten a partir del desarrollo de un ejemplo temático: la teoría especial de la relatividad. Se elige desarrollar y explicitar esta problemática mediante un ejemplo por su mayor eficacia comunicativa, rechazando llevar a cabo un análisis teórico-filosófico del aparato conceptual fuerte de la relatividad especial (transformaciones de Lorentz, invariantes, espacios de Minkowski, etc.) lo cual excedería los límites de la comunicación. Se sintetizarán y explicarán, no obstante, los principales problemas existentes en la actualidad, tanto en filosofía como en física, derivados de la falta de comunicación con la otra rama dentro del ejemplo concreto de la relatividad especial. Se diagnosticará, por último, un problema de incomunicación consistente tanto en la falta de reflexiones humanísticas en las ciencias como en la falta de incorporación de los nuevos avances técnicos y tecnológicos en el marco de estudio teórico-humanístico lo cual parece evidenciarse, perfectamente, en el ejemplo propuesto. <i>Estudios culturales críticos</i> Cuerpos y discursos Paula Gracia, Universidad de Zaragoza, Tarazona, España Discursos sociales y culturales construyen continuamente nuestras subjetividades y corporalidades a través de la estructuración de una serie de cánones y del establecimiento de sistemas normativos. Nuestros cuerpos se materializan a través de acciones lingüísticas y prácticas sociales, siendo la noción de “sexo” una de las categorías paradigmáticas que otorgan significado e importancia a los cuerpos. Pero, ¿Qué sucede con aquellos cuerpos que no logran materializarse en coherencia con la norma sexo/género establecida? En este sentido, esta ponencia, realizada a partir de la lectura de Judith Butler, Michel Foucault, Anne Fausto-Sterling y Thomas Laqueur principalmente, va a tratar de visibilizar las formas en que comenzaron a patologizarse las corporalidades y subjetividades a través de los discursos sociales, políticos y médico-científicos y cómo estos discursos fueron “naturalizados” por la propia cultura en el siglo XIX. De esta manera, centrándome en mayor medida en los discursos normativos acerca del cuerpo en el siglo XIX, en el que emergen las teorías patologizadoras que me propongo desvelar y cuestionar, concluiré mi trabajo tomando como referencia las propuestas de Judith Butler y Gerard Coll-Planas, incidiendo en la concepción contemporánea acerca del cuerpo y tratando de visibilizar aquellas teorías, como lo es la teoría queer, que tratan de poner en cuestión aquellos discursos creadores de verdad acerca del cuerpo. Todo ello con el fin de poder repensar algunas de las categorías que nos permiten referirnos al cuerpo, “des-significarlas” de su significado conferido por los discursos privilegiados a lo largo de la historia. <i>Estudios culturales críticos</i> La Cultura en el Disentir de Hombre y Naturaleza: Una interpretación hermenéutica José Antonio Anaya Roa, Profesor investigador, Universidad Autónoma Chapingo, Texcoco, México Alejandra Romahn De la Vega, Profesora, Escuela Normal Teotihuacan, Texcoco, México Con cierta pregnancia se abusa del empleo de la palabra «cultura» dándole diversas connotaciones y significados, tornándola polisémica y banal, restándole importancia, congruencia y significatividad. Tal polisemia es debida, en parte, a su intrincado desarrollo histórico en varios lenguajes europeos y al empleo en varios e incompatibles sistemas de pensamiento. El trabajo hace una interpretación hermenéutica de la historia efectiva de «cultura» en conjunción correlativa con la evolución del hombre en la naturaleza, un proceso de fusión de horizontes que entrecruza pasado-presente-futuro en la comprensión atemporal de cultura por ser más que conceptos, definiciones o palabras. La «intervención intelectual del hombre» desde sociedades milenarias generadora de saberes y conocimientos formaron diversificadas «racionalidades culturales» derivadas del «sentir-pensar-raciocinar-actuar», y es el hilo que entreteje el desarrollo de las sociedades humanas en el tiempo. Dado que «todo lo que surge del hombre es Cultura» (incluidas las irreparables repercusiones negativas hacia la naturaleza y al mismo ser humano), cultura y civilización son las dos caras de una misma moneda forjada en vínculo indisoluble de la experiencia-técnica-ciencia; la interpretación hermenéutica sobre cultura en relación con conocimiento, sociedad, civilización y educación; su referencia etimológica; el uso lingüístico en el tiempo; su relación con phýsis, nómos, epistēmē, sophía, doxa y téchnē; el surgimiento de la escuela como depositaria del patrimonio cultural para su preservación, recreación, aculturación; la escisión del conocimiento en multitud de campos disciplinarios y especializaciones derivadas de aspectos económicos (negocios) son temas abordados por su íntima relación con la cultura. <i>Estudios culturales críticos</i>



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13:45-15:25	PARALLEL SESSIONS
Room A14	Imágenes en los medios Social Media, los nuevos altavoces políticos: Análisis de campañas y memes en redes durante el “procés” catalán Anna Tarragó, Profesora asociada, Universidad de Barcelona, Barcelona, España Endika Rey, Profesor asociado, Universidad de Barcelona, Barcelona, España El congreso de “Twitteros por la república” celebrado en Gerona el pasado 1 de septiembre de 2018, con más de 800 asistentes, es una de las más recientes muestras de la difusión y el alcance que las redes sociales, ya completamente integradas en nuestra cotidianidad, han conseguido a nivel social y político. Desde el 15M hasta hoy, hemos vivido una transformación de 180 grados en lo que a comunicación y viralización del mensaje se refiere. Campañas, memes y hashtags como el #elscarerseransemprenostres #1-O, #Tabarnia, #SantEstevedelesRoures, #llibertatpresopolitics, #llacosgrocs, #usvolemaca, #unionistas o el más reciente #Riveraquitameeste han conseguido algo que nunca habíamos experimentado como lectores, oyentes o espectadores de los medios tradicionales: que la adhesión de seguidores o críticas de detractores trasciendan más allá del mensaje político; que acaben consiguiendo más notoriedad que los propios hechos noticiables. Esta comunicación tratará de analizar, mediante varios ejemplos recientes, qué mecanismos o estrategias narrativas se siguen en redes sociales para llegar a revolucionar y reformular el relato político más allá de los protagonistas, discursos o hechos periodísticos. <i>Estudios culturales críticos</i> La imagen fílmica del maestro de Lengua y Literatura: Cambios y continuidades María Luisa Gómez García, Profesora Investigadora, Universidad de Guadalajara, Guadalajara, México Óscar García Carmona, Profesor Investigador, Universidad Pedagógica Nacional, Ciudad de México, México La presencia de los maestros ha sido recurrente en el cine. En su representación, construida en la pantalla grande, confluyen tanto estereotipos extraídos de la realidad como de las manifestaciones literarias. Esta propuesta pretende estudiar los cambios que, en el tiempo, se han generado en torno a la imagen de los maestros en el séptimo arte. El estudio tiene como punto de partida el cine mexicano —donde se representa al profesor como portador de un conjunto de valores e ideales, modelados en la época de oro— y culmina en el análisis de producciones fílmicas recientes —donde se han transformado la imagen, las prácticas, la relación con los alumnos y la vida cotidiana misma—. Se tiene un especial interés en indagar las representaciones del maestro de Lengua y Literatura que dominan en el devenir del cine universal, con el propósito de contribuir a revalorar la forma en que ha sido concebido desde la perspectiva cinematográfica. <i>Humanidades literarias</i> Ídolos deportivos en el espacio mediático: El caso de Kimi Raikkonen Handerson Engrácio, Teacher, Instituto Politécnico da Guarda, Guarda, Portugal La construcción de ídolos deportivos —en una lógica de creación de referencias sociales— data desde tiempos inmemoriales. Los deportistas siempre fueron admirados por sus capacidades físicas y psicológicas en la búsqueda de las victorias. En la sociedad globalizada y mediatizada de nuestros días, estos ídolos cuentan con los instrumentos de comunicación digitales en su relación con los fans, patrocinadores y medios. Esto hace que los mejores deportistas sean conocidos en todo el mundo y escrutados, no sólo por sus actuaciones, sino también por aspectos laterales como su personalidad y actitudes. En este trabajo, proponemos un estudio de caso sobre una de estas estrellas: “Conocer las razones de la popularidad del piloto de Fórmula 1 Kimi Raikkonen”. Recogiendo comentarios de seguidores de Fórmula 1 en dos publicaciones, en las redes sociales “Youtube” y “Facebook” de la entidad que gestiona la Fórmula 1, y aplicando un cuestionario a fans del piloto en un foro del sitio “Autosport.com”, hacemos un análisis de contenido con una lógica cualitativa en la que se constata que los aspectos de personalidad son particularmente relevantes para la admiración a este piloto. <i>Estudios de comunicación y lingüística</i> Uso de las TIC y responsabilidad ética del profesorado: Problemas actuales en el entorno de aprendizaje sinohablante José Miguel Blanco Pena, Professor, Tamkang University, New Taipei City, Taiwán Hoy en día, el uso de las TIC en el campo de la educación es una práctica incuestionable. El ámbito de la enseñanza del español como lengua extranjera (ELE) no es una excepción. De hecho, para la Dirección Académica del Instituto Cervantes (IC), servirse de las TIC para el desempeño de su trabajo constituye una de las ocho competencias clave del profesorado de lenguas segundas y extranjeras. Ahora bien, ¿hasta qué punto esta praxis pedagógica, omnipresente hoy en día en las aulas de ELE, está libre de implicaciones éticas? ¿Conlleva algún tipo de responsabilidad por parte del profesor? ¿Indica algo a este respecto el IC? El objetivo de esta ponencia es, precisamente, llamar la atención sobre un problema ético que habitualmente pasa desapercibido en el entorno educativo: el daño adicional que puede ocasionar a nuestros aprendices la exposición a las TIC a que se les somete durante el proceso de enseñanza-aprendizaje. En apoyo de esta tesis, y como elemento para la reflexión, se ofrecerán datos que vinculan algunos problemas de salud de los jóvenes chinos y taiwaneses de hoy en día con el uso compulsivo de las nuevas tecnologías. Previamente, a fin de enmarcar la cuestión planteada, se estudiará el componente ético docente en algunos documentos de referencia del IC y otras instituciones españolas, por un lado, y en la tradición educativa confuciana, por otro. <i>Tema destacado 2019 - El Mundo 4.0: Convergencias de máquinas y conocimientos</i>
15:25-15:40	Coffee Break/Pausa para el café
15:40-17:20	PARALLEL SESSIONS

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15:40-17:20	PARALLEL SESSIONS
Room A1	Educational Models The Futures of Neoliberal Education Ronald Strickland, Professor and Chair, Humanities, Michigan Technological Universities, Houghton, United States Higher education's traditional role of producing citizens and leaders for a national society is being overwhelmed by a market-oriented model that functions, directly and indirectly, to serve global business interests. This development is sometimes represented as a democratic response to student demand for training that will lead to secure careers, and as a cosmopolitan response to a world shrunk by technological advances in communication. However, neoliberal ideology packages consumer choice as democratic agency, and substitutes a kind of "corporate cosmopolitanism" in place of a richly-informed global citizenship. In the neoliberal university, the Humanities disciplines are expected to supply students with the cultural awareness, communication skills, and critical thinking skills needed for successful careers, but often only at a level sufficiently superficial to avoid deep questioning of prevailing assumptions. Thus for many Humanists, the future of higher education looks bleak. Yet there are also opportunities for engaging neoliberalism on its own terms, on the terrain of vocationalism and globalization. In this paper, I explore some strategies and models within Humanities disciplines that are focused on sustaining higher education's democratizing function in the twenty-first century. The Humanities of the future must be globally aware, forward-looking yet grounded in tradition, and vigilantly open to critique, both implicit and explicit. The Humanities should embrace initiatives in critical interdisciplinarity, critical cosmopolitanism, and thoughtful, engaged establishment and maintenance of accreditation standards. All of these goals can be pursued and achieved by taking neoliberal claims at face value. That is the urgent task before us now. <i>Humanities Education</i> The College of Humanities in the Twenty-first Century Alain Philippe Durand, Dean, College of Humanities, University of Arizona, Tucson, AZ, United States This paper presents the new and various initiatives we are taking in the College of Humanities at the University of Arizona to partner with professional colleges and other entities on and off campus. The discussion is organized as follows: 1. Our starting definition and vision for the humanities and for our College of Humanities in the so-called fourth industrial revolution (World Economic Forum); 2. The branding and structure we established to accomplish this vision; 3. The new interdisciplinary degrees in applied humanities and partnerships we implemented and are implementing. <i>Humanities Education</i> The Making of the Rhetorical Arts Festival - A First-Year Interdisciplinary Humanities Speaking Competition on Social Justice Elizabeth Wimberly, Loyola Marymount University, United States John Young, Professor, Loyola Marymount University, United States Teah Goldberg, Professor, Loyola Marymount University, United States This paper explores the Loyola Marymount University Rhetorical Arts Festival, which was created by contingent faculty to provide a forum for first-year students to increase engagement and high-impact learning through a persuasive speech competition concerning topics of social justice. Rhetorical Arts, a signature Core Curriculum course, combines public speaking and academic argumentative writing under the umbrella of Jesuit rhetoric and interdisciplinary humanities. Through the creative use of funding from the Office of Undergraduate Education, five instructors organized a competition for students to deliver speeches on topics concerning social justice from this course. Instructors shared assignments in order to assign a similar persuasive speech assignment and, before the presentations, informed students that they would be given the opportunity to elect a speaker who would represent their class at the upcoming festival. In order to increase student participation and involvement, the event is heavily student supported, with previous students and Festival participants as student judges, a student Master of Ceremonies, student-created promotion, and a student-filmed video of the competition. The goal of the festival is to create a more active, dynamic rhetorical situation for students than what is often presented in the classroom as well as to strengthen a sense of community across the campus and across departments. Since its inaugural year in 2015, the Rhetorical Arts Festival has grown to be a cornerstone event of the LMU Core Curriculum, with fifty sections participating each year and designated funding through the Office of the Director of the Core. <i>Critical Cultural Studies</i>



Wednesday, 3 July	
15:40-17:20	PARALLEL SESSIONS
Room A2	Influential Perspectives Foucauldian Archaeology Approached by Computational Text Mining: A Case Study in The Birth of the Clinique Miloš Kriššák, Tech Lead, IT, Merck Sharp & Dohme, Prague, Czech Republic In my research, I analyse historical sources used by Foucault in his historical study of medicine between 1770 and 1830. In contrast to the method of discursive analysis used by Foucault (an archeology), I use machine learning based computational text analysis for the study of the historical textual corpus. The outcomes of the computational analysis are compared with Foucault's findings. Still, the framework of the research is more theoretical: I study to what extend can computational text analysis provide meaningful insights into complex discursive patterns perceived by humans. 2019 <i>Special Focus - The World 4.0: Convergence of Knowledges and Machines</i> A Sympathetic Community: What Pedlar Suggests in The Ruined Cottage Sihyun Kim, Ewha Womans University, South Korea Recent research on emotions and artificial intelligence (AI) bring the issue of the power of storytelling. Although Raphael Arar, especially, believes that AI can learn the specific and complicated emotions such as nostalgia through literature by counting the repetitive words and situation, few studies focus on it. To make Arar's idea strong, I want to show William Wordsworth's The Ruined Cottage is the most effective example for computers to learn the human's sophisticated feelings because he depicts the essential passions of people with a planer and more emphatic language in the poem. Specifically, the pedlar uses the dualistic rhetoric to make the narrator who is a young poet share a sympathy of Margaret's suffering. Evan Radcliffe, in particular, argues that the pedlar explains human suffering and communicates his wisdom to others who listen to his storytelling. Along with Radcliffe's idea, I argue that the pedlar's dual narrative suggests anthropocentric attitude with emotional affinity toward Margaret. In this essay, I thoroughly analyze what kinds of words the pedlar uses to explain Margaret's situation. Then, I examine how the pedlar and the narrator, feel when they come to know Margaret's story. By taking a close look at the flow of emotion, this paper ultimately aims to demonstrate how the pedlar instructs the narrator or the readers to sympathize with a natural world of suffering. By doing so, I hope this paper presents a gateway to make a sympathetic community between human and AI. <i>Literary Humanities</i> The Transmission of Manuscripts and the Genetics of Texts: A New Digital Edition of Wolfram von Eschenbach's Parzival Michael Stolz, Full Professor, Department of German Studies, University of Bern, Bern, Switzerland The discussion on the so-called New Philology initiated by French and North American scholars in the last decade of the twentieth century emphasized the material character of medieval manuscript transmission by downgrading the active role of the historical author. Besides the debates on the New Philology another concept of textual materiality strengthened in more recent years, maintaining that textual alterations somewhat relate to biogenetic mutations. In a matter of fact, phenomena such as genetic and textual variation, gene recombination and 'contamination' (the mixing of different exemplars in one manuscript text) share common features. The paper discusses to what extent the biogenetic concepts can be used for evaluating manifestations of textual production (as the approach of 'critique génétique' does) and of textual transmission (as the phylogenetic analysis of manuscript variation does). In this context yet, the genealogical concept of stemmatology – the treelike representation of textual development abhorred by the New Philology adepts – might prove to be useful for describing the history of texts. The textual material to be analysed will be drawn from the Parzival Project, which is currently preparing a new digital edition of Wolfram von Eschenbach's Parzival novel written shortly after 1200 and transmitted in numerous manuscripts up to the age of printing (www.parzival.unibe.ch). Research in the project has actually resulted in suggesting that the advanced knowledge of the manuscript transmission gives a more precise idea on the author's own writing process. 2019 <i>Special Focus - The World 4.0: Convergence of Knowledges and Machines</i> Films of Lino Brocka and Brillante Mendoza: Concepts and Images of Poverty Pornography Kriztine Viray, Director, Communication Management Office, Polytechnic University of the Philippines, Manila, Philippines This paper is a semiotics reading of selected films directed by two important directors from two separate milieu of Filipino film history: Brocka and Mendoza. The paper draws up the status of poverty and related factors that strengthen and fuel this social phenomenon. The author explores the connotative meanings of specific scenes would make up socio-cultural myths through a close reading of the aesthetic elements of the films. The author approximates the objectives, thoughts, and perspectives of the two directors about poverty. <i>Humanities Education</i> Semiotic Interpretation of Selected Juna Luna's Works Joseph Reylan Viray, Director, Institute for Culture and Language Studies, Polytechnic University of the Philippines, Manila, Philippines Juan Luna was a major force of painting tradition in the Philippines particularly in the late 19th Century. Like his colorful paintings, his life was also interestingly complicated that scholars and historians were fond of talking and studying about. His paintings are known to be packed with symbolism that a single art critic could not easily decrypt. In this study, the researcher interprets the painter's works and the intricacies of his life as a nationalist and as a private person. By employing semiotic interpretation, an exposition of various symbols embedded in his works and what they signify is made. The major question which the study answers is: How do Luna's works mirror his deep seated nationalism, his nationalist advocacies, and his personal life? As gleaned in the works interpreted, messages and contents were conveyed in symbolic manner and made powerful through his visual metaphors. Luna seemed to have hidden his nationalistic ideas and his innermost feelings in his works. <i>Humanities Education</i>

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15:40-17:20	PARALLEL SESSIONS
Room A3	Language Links Developing a Creative Pedagogy in the Translanguaging Space Kathy Rushton, University of Sydney, Australia This ethno-graphic, multi-site case study explores the use of the translanguaging space (Li Wei, 2017) in confirming identity and student agency and developing a creative pedagogy (Dutton & Rushton, 2018). Artefacts, which included reflections on the strategies teachers employed in their classrooms, were offered at key junctures in their work. These offered insights into how the translanguaging space can be used to support English as an Additional Language or Dialect (EAL/D) students from low socio-economic backgrounds to develop and use all their linguistic and cultural resources. The production of identity texts (Cummins & Early, 2011; Cummins, Hu, Markus & Montero, 2015) which may be oral, written or multimodal texts that connect to the students' community, informed the teachers' changes in pedagogy. These texts disrupt a transmission pedagogy that views the student as a blank slate (Freire, 1975). By producing identity texts in the translanguaging space, students are able to choose which language or languages they will use "as a multilingual, multisemiotic, multisensory, and multimodal resource that human beings use for thinking and for communicating thought" (Li Wei, p. 25). <i>Humanities Education</i> Outsourced Globalized Workspaces in Multilingual Speech Communities: Indexing Agency, Repertoires, and Identities Beatrice Smith, Professor, Humanities, Michigan Technological University, Houghton, United States Companies utilize Information Communication Technologies (ICTs) capabilities to outsource non-essential data-processing tasks offshore, often to multilingual speech communities such as India, the Philippines, and Ghana. These outsourcing workspaces straddle the realms of material and immaterial production and they highlight language tensions in the age of globalization. Within host communities of outsourced work, workers migrate to cities and move with their linguistic resources. The workspaces and the digitized work done in them sanction English as the official language of work. Though English is sanctioned officially, workers, through their language options, behaviors, and preferences also index identities, attitudes, beliefs, and the power relations vis a vis linguistic selections. The interplay of multiple "local" language options, identities and their intersections with English underscore the importance of researching questions about agency, variation, code boundaries, locality, and competence. Using data from an ethnographic study of one such space in Ghana this study highlights the complexities of the ties between language users, language uses, and the language of work in outsourcing workspaces that are embedded in multilingual communities. It demonstrates the material implications of language use in an exemplar case society. This research argues for a critical cosmopolitan orientation to multilingualism and advocates for exploring that orientation in language teaching and research. <i>Communications and Linguistic Studies</i>



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15:40-17:20	PARALLEL SESSIONS
Room A4	Learning in Focus From Africa to Patagonia - Voices of Displacement: Qualitative Outcomes from a Humanities Collaboratory Nicholas Henriksen, Associate Professor, Romance Languages & Literatures, University of Michigan, Ann Arbor, United States Paulina Alberto, Associate Professor, University of Michigan, United States We offer an overview of our collaborative project entitled “From Africa to Patagonia: Voices of displacement”. Since 2017, we have been funded through the Humanities Collaboratory, a cutting-edge research initiative established at the University of Michigan. Our interdisciplinary team includes eight faculty, eight graduate students, and thirty-two undergraduate students. Our mission is to analyze how language is entangled with cultural identity through the Patagonian Boers, a community that traces its roots to the South-African Boers who settled in Argentina after the Anglo-Boer War of 1902. We have disseminated our findings through six research articles, five public essays, and a digital archive. Our public essays, published in outlets such as Babel, The Conversation, and Clarín (Argentina), epitomize our goal of engagement beyond the academic sphere. In this review, we explain how our collaboration emerged, how we refined our collaborative process, and, especially, how we fostered undergraduate involvement in our research. Our student collaborators bring a variety of skills and perspectives from their respective areas of study — some of which go beyond the scope of our faculty — that have been vital to the project. When students follow our collaborative model, they take initiative, handle increasing responsibilities, and raise new questions. We will offer examples from our experience, including award-winning honors theses, student publications in international journals, and features in the US-media, such as NPR. Altogether, we demonstrate that altering the traditional educational structure while encouraging agency and creativity yields new forms of learning for all involved (http://umich.edu/~aacollab/). <i>Humanities Education</i> Ditching the Textbook: Letting Go of the Narrative and Giving it Back to Its Rightful Owners - The Students Deborah Shaul, Teacher, Humanities, La Jolla Country Day School, La Jolla, CA, United States Three years ago we removed the textbook from our eleventh grade US History and American Studies curricula. Ditching the textbook was a bit scary. The structure on which I had relied was gone. Ditching the textbook was also absolutely liberating. Not only do we seek farther afield for secondary sources, not only do we dig deeper into primary source documents so students can draw their own conclusions about history, but we also reach out to guest speakers and performers more readily. My exuberance was not matched by the students and their parents, however. Just as I was poised on the cusp of something new, ready to let go of my control of the narrative and thrust the mantle of knowledge into my students very capable hands, I discovered that many weren't ready for this change. I had to reconfigure my course, to teach the students how to be active learners and create a student centered learning environment while simultaneously alleviating their fear about “is this on the test?” This study examines the attempts, failures, and successes of the first two years of this adventure. I still think the kids are inclined to play it 'safe' with a textbook; the message of any medium or technology is the changing pattern that it introduces into human affairs. Textbooks did not teach learning. And while they are helpful at keeping us on track, giving us a framework that teachers and students alike can follow, the textbook's message limits us. <i>Humanities Education</i> Better Results in Language Acquisition: Intrinsic or Extrinsic Motivation Ariadne De Villa, Assistant Professor, World Languages and Cultures, Texas Lutheran University, Seguin, United States The purpose of this research is to determine the most efficient type of motivation, either intrinsic or extrinsic that drives students to learn a language. In this study, anonymous questionnaires using the Escala de Motivación de Logro (EAML), or Achievement Motivation Scale as well as the Escala de Motivación Académica (EMA) or Academic Motivational Scale from María Antonia Manassero Más and Ángel Vázquez Alonso, were given to students completing a Master's Degree in Spanish, in a Study Abroad Program in Madrid, Spain. The study also addressed the role of teachers in the classroom in order to motivate students learn a foreign or second language. The results of the questionnaire show, without question, the positive impact that educated professors in this field can have on students acquiring another language. <i>Communications and Linguistic Studies</i> The Affective-cognitive Teaching-learning of Bilingual Subjects in a Circle Time Activity Lígia Kemmer, Head Teacher, Elementary School, Pueri Domus, São Paulo, Brazil This research analyzes the affective-cognitive teaching-learning approach and its relationship with the concept of agency among the participants in a circle time activity in an international bilingual education context. Circle time is an essential educational practice for child development. Studies have pointed out its importance as a privileged moment for promoting socialization, establishing bonds, and developing affectivity, critical awareness, and creativity. On a theoretical basis, the research alludes to the theory of Socio-Historical-Cultural Activity, the concepts of learning, zone of proximal development (ZPD), Perezhivanie, agency, linguistic repertoire, Spinoza's view of affection, among others. The project has been conducted as a Critical Collaboration Research – PCCol, in which participants and researchers join in the construction of new possibilities of reality emerging from the research process. The focus of the study was a group of fifth graders, in an international elementary school. A survey completed by the students was used in order to analyze the participation of those involved in the activity. The responses were then organized in the following levels: contextual-enunciative, discursive and linguistic, as materialized by the lexical choices of the participants. After the categorization of thematic contents, it was possible to notice the development of the discursive dynamics in which the affective-cognitive teaching-learning process and the agency of the participants are based. The results reveal that students have learned aspects regarding living together, dealing with their feelings, and asking colleagues for help, especially displaying relational agency. <i>Humanities Education</i>

Wednesday, 3 July	
15:40-17:20	PARALLEL SESSIONS
Room A5	Workshops Gamifying the Humanities: Using Game Development Tools to Enrich the Humanities Classroom Sonia Michaels, Senior Lecturer, Humanities and Social Sciences, DigiPen Institute of Technology, Redmond, WA, United States Fara Nizamani, English Professor, Humanities and Social Sciences, DigiPen, Redmond, WA, United States Contrary to what many might assume, the Humanities are invaluable to Game Development Education - the knowledge and skills gained from Humanities courses equip new developers to create and implement fully-realized and multi-dimensional worlds, characters, and stories for their digital games. Fortunately, Humanities instructors can, in turn, learn from game developers and the tools that they use. In this workshop, we will demonstrate how Twine-a simple, open-source program that makes it easy to create branching narratives without any coding experience-can be used to enrich the curriculum of a wide range of Humanities courses. Participants will spend the workshop creating a short Twine game on a topic of their choice, after first having been shown the basics of the browser-based version of the program. Participants will leave with an understanding of how and why this popular game-development tool can enrich their delivery of coursework in literature, history, philosophy, and more. A brief introduction to other easily-accessible game development tools will also be provided, along with suggestions and examples for classroom use. <i>Humanities Education</i> Stochastic Choreography as a Reflection of Our Life’s Unexpectedness Ekaterina Zharinova, TA, PhD Student in Performance Studies, PhD Program in Performance Studies, Interdisciplinary Graduate Group, University of California Davis, Davis, CA, United States Stochastic choreography allows us to correlate dance and mathematics in one practice; and in this case mathematics, to be exact stochastics as a branch of mathematics, serves dance. The workshop introduces the notion of stochastic choreography and distinguishes two its major types accompanied by pertinent examples. During the workshop I will apply two methods of stochastic choreography in practice. One of the methods is about utilizing of interactive technology in dance. I believe everybody can do it. You do not need to be a professional dancer, you need to be curious and open-minded. <i>2019 Special Focus - The World 4.0: Convergence of Knowledges and Machines</i>



Wednesday, 3 July	
15:40-17:20	PARALLEL SESSIONS
Room A9	Workshops What We Can Learn from the STEAMy Alhambra?: Tools for Integrating STEM with the Arts and Humanities Sarah Jayne Hitt, Colorado School of Mines, United States Toni Lefton, Colorado School of Mines, United States The fourth industrial revolution requires an interdisciplinary approach to problem solving and creativity. Whether you are a humanist or a technician, the integration of the arts into STEM (STEAM) dismantles the silos of these disparate disciplines. The sciences began as an art form. Here in Granada, the Alhambra demonstrates how engineering methods, scientific study, and understanding the physical world resulted in the creative interplay of the humanities and technology. It's an icon of medieval Moorish identity with its perfectly irrigated gardens and precisely measured mosaics that reveal the pinnacle of integration of the arts and sciences. The Alhambra is designed with systems thinking. Its creators were cognizant of the connection between resources, religion, politics, economics, technology, and culture. The preservation and admiration of this structure for over eight centuries reveals that when humanists and technicians align their lenses we can jointly reveal the timeless beauty and wonder of the human condition. When these intersections are translated into educational tools, they allow students to grapple with big ideas without creating an artificial divide between scientific rationalism and artistic creativity. In this workshop, we will demonstrate the interdisciplinary pedagogy that we have developed over a combined 10 years working in a STEAM-focused honors program. Our work shows how today's STEM practitioners and humanists alike can use the same integrated approach embodied by the Alhambra's designers to catalyze creativity and innovation in all fields. After all, if we ask technicians to integrate the humanities, then we also need humanists to embrace STEM. <i>Critical Cultural Studies</i> Bringing the Humanities to STEM Sandra Moore, Assistant Professor, Director, Network Operations Program, University of Arizona, Sierra Vista, United States Sheena Brown, Assistant Professor, University of Arizona, United States Bringing the Humanities to STEM curricula is now more important than ever as technology, artificial intelligence, and automation encompasses more of our daily lives, and digital media dominates social interactions. Human compassion cannot be coded, there is no app for that. It is therefore vital for online learning environments to include elements of human connection, guide students to reflect on their humanity, and help students realize the importance of maintaining their humanity as they explore human to machine interactions, actions, and choices. The challenge is ensuring STEM students approach the design and creation of new technology, software, and the development of artificial intelligence with a firm grasp of personal and societal morals, ethics, as well as represent diverse perspectives. Session participants enter into a dialogue and discuss examples of their interaction with AI or other forms of technology in online education with a focus on how to help students maintain their humanity as they explore human to machine interactions, actions, and choices. The dialogue is critical to understanding the current online education environment and where it is going with respect to STEM and the need for humanities. <i>2019 Special Focus - The World 4.0: Convergence of Knowledges and Machines</i>

15:40-17:20

PARALLEL SESSIONS

Room A11

Community Shifts

The Success of Donald J. Trump: Post-truth Epistemology and the Humanities

Robby Waddell, Professor of New Testament and Early Christian Literature, School of Divinity, Barnett College of Ministry and Theology, Southeastern University, Lakeland, FL, United States

In 2016, the Oxford English Dictionary Word of the Year was post-truth, an adjective defined as “relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief.” One of the factors that has contributed to the devaluation of facts is the expansion of an exclusivist populism that promotes an ideology which “pits a virtuous and homogeneous people against ... dangerous ‘others’ who are ... depicted as depriving (or attempting to deprive) the sovereign people of their rights, values, prosperity, identity, and voice.” (Albertazzi and McDonnell 2008). Donald J. Trump, the NBC reality-television star turned politician, rode the swell of post-truth populism through his unlikely candidacy to become the president of the United States of America. Although Trump is not the cause of the elevation of personal bias or popular opinion over (and against) facts, his brash style of ad-hominem politics is deepening the fissure. The depth of the difference between popular opinion and reality has recently been documented by Hans Rosling in *Factfulness: Ten Reasons We’re Wrong About the World—and Why Things Are Better Than You Think*. While attention to verifiable data is a necessary response to a post-truth culture, it is insufficient for the humanities which are rooted in an epistemology that is not reducible to facts. This paper recommends the adoption of a virtue-epistemology (Zagzebski 1996) as a way for the humanities to respond to a post-truth world.

Civic, Political, and Community Studies

Termination of the Labour Contract: National Legislation and Foreign Experience

Dilfuza Abdullaeva, Teacher, Labour Law Department, Tashkent State University of Law, Tashkent, Uzbekistan

The study is devoted to the investigation of issues of termination of the labour contract by agreement of the parties. The practical significance of this ground of termination is analyzed; the differences in the grounds for the termination of the labour contracts on the initiative of the employee and by agreement of the parties are revealed; proposals are made to improve the current labour legislation in terms of the form and content of the agreement; and the procedure for dismissal on the specified grounds. The author includes distinguishing paragraphs of the Labour Code of Uzbekistan and shares a couple of case studies in order to enable comparison with other national labour laws.

Civic, Political, and Community Studies

Racial Equality in Science - Diverging Perspectives: The Humanities Versus the Social and Behavioral Sciences

Antoine Leveque, Norwalk Community College, Norwalk, CT, United States

This study considers how to give science and the humanities a common perspective again? I argue that the only way to do so is to let go of the social and behavioral sciences. This paper studies two gradually diverging perspectives within science. That of the behavioral and social sciences on the one hand, and that of the humanities on the other. Taking a historical approach, my aim is to glance at the evolution of European knowledge systems from 1650 to 1950. I show that whereas the antique circle of the Muses still presided to representations of knowledge before the Era of the democratic revolutions, this image completely disappeared as the social and behavioral sciences became official institutions of knowledge, during the long nineteenth century. My case study sheds light on this shift away from science as an activity driven by civility and towards a cultivation of knowledge for the benefit of Nation-States or for that of capitalistic corporations. I therefore analyse the epistemic assumptions of scholars who believed in the equal intellectual abilities of all human races from 1650 to 1950, with a particular attention to the most systematic endeavor in this regard before WWII. Showing how Haitian author Anténor Firmin used classical letters in 1885 to counter the physical anthropology of his time, I hope to expose the shortcomings of theoretical judgments, which are the bread and butter of the social and behavioral sciences, when fostering a sense of civility among students.

Civic, Political, and Community Studies



Wednesday, 3 July	
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Room A12	Perspectivas literarias Los romanticismos periféricos: El caso de España y Bielorrusia Ángela Espinosa Ruiz, Doctoranda, Universidad Complutense de Madrid, Madrid, España Si bien se han dedicado en la filología moderna numerosas investigaciones a la literatura romántica, el romanticismo continúa siendo hoy día uno de los conceptos más ambiguos y discutidos en todas sus vertientes de estudio, incluyendo la teoría de la literatura. Nuestra investigación parte de la hipótesis de la existencia de varios movimientos románticos en Europa, que pueden ser centrales (como es el caso de Alemania e Inglaterra) o periféricos. La meta de este trabajo es demostrar la validez científica del concepto de romanticismos periféricos, definir las características que unen a estos movimientos y los hacen contrastar con los romanticismos europeos centrales. Para ello, tomaremos como referencia el análisis de la prosa de Gustavo Adolfo Bécquer y el romántico bielorruso Jan Barščeŭski en sus respectivos contextos nacionales e internacionales inmediatos, como son el romanticismo portugués y en otras lenguas de España en el caso de G. A. Bécquer, y los romanticismos polaco, ruso y ucraniano con respecto a J. Barščeŭski. <i>Humanidades literarias</i> La Poética neoclásica: Ignacio de Luzán en Cândido Lusitano Rui Manuel Formoso Nobre Santos, Professor Adjunto, Instituto Politécnico da Guarda, Guarda, Portugal Mário José Silva Meleiro, Professor Adjunto, Instituto Politécnico da Guarda, Guarda, Portugal El periodo neoclásico, además de por su producción poética, destaca por la reflexión teórica sobre la literatura. Motivados por el mal gusto de la poesía barroca, los teóricos neoclásicos asumieron la misión de restaurar el buen gusto a través de la creación, compilación y fijación de un conjunto de reglas o preceptos que llevaran a la constitución de un paradigma universal de literatura; orientador de la creación, recepción y valoración de las obras literarias. La poética (neo)clásica se basa en un principio de universalismo estético, según el cual, el gusto es transversal a todos los tiempos y naciones; razón por la cual podía ser objeto de enseñanza. Es lo que justifica la proliferación de textos teóricos de carácter preceptivo-normativo, cuyo mejor ejemplo son las Artes Poéticas, que ponían toda la creación poética en la dependencia de reglas comunes a todos los países. En la Península Ibérica destacan dos nombres que son timoneles de los preceptistas posteriores y terminan por definir toda la crítica y teoría poética neoclásica de sus países: Ignacio de Luzán en España, y Francisco José Freire o Cândido Lusitano en Portugal. En esta presentación queremos demostrar la deuda que el crítico portugués contrajo en su "Arte Poetica ou Regras da Verdadeira Poesia em geral, e de todas as suas especies principales", hacia "La Poética, o Reglas de la Poesía en General, y de sus principales especies" del Aragonés, no sólo a nivel de contenidos (estos eran universales), sino a nivel organizativo-formal e incluso literal. <i>Humanidades literarias</i> La literatura en el Heavy Metal: Un estudio interdisciplinar desde una base sociológica Marcos Azzam Gómez, Profesor, Universidad de Salamanca, Salamanca, España La presente ponencia tiene como objetivo tratar la presencia de la Literatura dentro de la música Heavy Metal. Dentro de un marco referencial de base sociológico-estética, se analiza la presencia de autores como Shakespeare, Coleridge, Baudelaire, Wilde; nombres tan lejanos como Homero o Esquilo; o ya en la Edad Media, las Sagas escandinavas o la poesía épica, por no hablar del mismísimo siglo XX con escritores como Orwell, Tolkien o King, entre muchos otros cuyas obras han servido a distintas tendencias dentro del Heavy Metal en su sentido más genérico (Power Metal, Black Metal, Death Metal, Gothic Metal, Industrial Metal, etc.) para escribir la letra de algunas de sus canciones, componer álbumes conceptuales, seguir textualmente algunos de sus poemas y demás. La música con estas letras como elemento psicológico-evasivo dentro de este público, el análisis sociológico del mismo, las reflexiones estéticas y musicológicas sobre los grados de relación música/texto según el subgénero musical que se trate, etc., son algunos de los puntos claves tratados en nuestra investigación. <i>Estudios culturales críticos</i> Crear con la máquina: Un acercamiento a la "ciberpoesía" femenina en español Laura Lozano Marín, Contratada FPU, Universidad de Granada, Granada, España Los cambios tecnológicos son inseparables de los cambios sociales y culturales. Así, con el auge y desarrollo de las tecnologías digitales, asistimos a nuevas formas de leer, comprender y escribir poesía. Surgen nuevas formas de textualidad, como la poesía generada por ordenador —también denominada "poesía electrónica", "e-poesía", "poesía digital" o "ciberpoesía"—. El propósito de este trabajo de investigación consiste en estudiar y establecer una serie de características comunes de la "ciberpoesía" y, a partir de estas denominaciones, analizar cómo funcionan algunas de las creaciones electrónicas y poéticas de escritoras contemporáneas como Belén Gache, María Mencía y Alex Saum. <i>Humanidades literarias</i>

Enseñanza universitaria para desdibujar la frontera entre el aula y el entorno

Fernando Gutiérrez, Profesor, Coordinador, Universidad Nacional de Costa Rica, Liberia, Costa Rica

La enseñanza actual está basada en un enfoque conductista y tradicionalista, por lo que es de suma importancia replantearnos profundamente la organización de las actividades educativas, propiciando un paradigma holista, humano y creativo que contribuya a cambiar patrones estructurados; y que, a la vez, sea la base para la generación del conocimiento que coadyuve a nuestro proceso de aprendizaje. Por ello, cada vez es más preciso diseñar nuevos escenarios y acciones educativas, respetando la esencia de la educación misma. Esto es importante para la enseñanza universitaria, porque los espacios sociales y académicos se han ampliado; lo cierto del caso es que el entorno emergente exige ser creativos para diseñar, crear y proponer nuevas acciones educativas, complementarias a las ya existentes. Esta transformación, dirigida a desdibujar la frontera entre el aula y el entorno mediante acciones concretas desde la carrera de Administración, es un llamado de alerta de cómo estamos haciendo las cosas en la Universidad. Es preciso enfocarse en rediseñar una enseñanza universitaria renovada, y poder utilizar cursos que garanticen, a través de su mediación pedagógica, un salirse del aula para aprender en el entorno. Tal es el caso del curso de mercadeo en la carrera de Administración de la Universidad Nacional en Liberia (Costa Rica), en donde los estudiantes llevan a cabo talleres a grupos comunales —compuestos por mujeres y jóvenes de su entorno inmediato— como aporte de la universidad a la sociedad.

Educación en humanidades

Los lenguajes simbólicos en las interacciones docentes en el acto pedagógico: Segregación de género en las universidades

Paulina Salinas, Titular, Universidad Católica del Norte, Antofagasta, Chile

Este artículo analiza las interacciones simbólicas, entre docentes y estudiantes mujeres en las aulas universitarias, y su relación con la segregación de género. Se desarrolló una metodología cualitativa, en base a una etnografía con observaciones in situ en las aulas universitarias y entrevistas a informantes claves. Los resultados muestran que los lenguajes docentes se expresan de distinto modo en las interacciones entre estudiantes y profesores, a saber: discursos, gestos, miradas, posiciones o material audiovisual (entre otros), conformando un conjunto de interacciones teñidas por mensajes dicotómicos en el acto pedagógico, y que configura la formación profesional de las mujeres. Los docentes promueven discursos motivadores versus discursos inhibidores, estimulan la participación de las estudiantes o no la consideran, relevan el protagonismo y la retroalimentación de las jóvenes en el aula, o no lo hacen. Estas contradicciones favorecen un aprendizaje errático y generan incertidumbre en las futuras profesionales, que buscan oportunidades —sobre todo— en áreas que han sido de predominio masculino. La ambivalencia atraviesa simbólicamente los aprendizajes, lo que forma parte de una “pedagogía invisible” en palabras de Acaso; que desestima la centralidad del género en el currículum, impactando negativamente en la formación profesional de las mujeres. La relevancia del estudio expone la atención en el poder que adquieren los docentes más allá de los contenidos que transmiten; donde lo que dicen o no dicen son gravitantes en los contextos educativos, siendo una dimensión poco explorada y a tener en cuenta en la formación de los mismos.

Educación en humanidades

Enseñanza de Whatsapp en libros de texto de Educación Secundaria Obligatoria: Una propuesta didáctica en Lengua Castellana y Literatura

Elisabeth Melguizo Moreno, Universidad de Granada, Granada, España

En la actualidad, los adolescentes se están viendo inmersos en una sociedad tecnológica, en la que parece estrictamente necesario el uso de comunicaciones digitales. Es raro que haya un individuo que no tenga un Smartphone y que además no use la conocida aplicación “Whatsapp” diariamente. Los centros escolares se han hecho eco de esta nueva sociedad de nativos digitales y se han preocupado por incorporar en sus currículos contenidos dedicados a la enseñanza de las nuevas tecnologías. En este trabajo se presenta una propuesta didáctica basada en el análisis de libros de texto de Lengua Castellana y Literatura pertenecientes a la etapa de Educación Secundaria Obligatoria, en la que se estudian de forma descriptiva los contenidos relacionados con el Whatsapp que enseñan estos manuales. Las conclusiones del estudio determinarán algunos aspectos fundamentales sobre la enseñanza de Whatsapp a los alumnos de Educación Secundaria: temas específicos que se dedican a ello, enseñanza transversal de la App a través de otros contenidos, diferenciación entre escritura y ortografía en contextos informales y formales o académicos, uso de elementos no verbales (emojiconos y emojis), etc. Se trata, en suma, de conocer qué están aprendiendo sobre comunicación digital los alumnos en los libros de texto que usan habitualmente en clase y valorar si dicho aprendizaje es constructivo.

Tema destacado 2019 - El Mundo 4.0: Convergencias de máquinas y conocimientos

Lengua y Cultura: Sinergias indisociables en la enseñanza de ELE

Florbel Rodríguez, Professora Adjunta, Instituto Politécnico da Guarda, Guarda, Portugal

Maria Del Carmen Arau Ribeiro, Professora Ajunta, Instituto Politécnico da Guarda, Portugal

El aula de lengua extranjera debe ser un momento de enseñanza y aprendizaje completo, es decir, que contemple diversas valencias. El profesor tiene, como objetivo principal, la enseñanza de la lengua, pero jamás fuera de su contexto cultural, porque es solamente con estas dos vertientes reunidas que el alumno logrará comunicar de modo eficaz. Así, este artículo, además de describir y reflexionar sobre un conjunto de actividades —lectivas y no lectivas—, procura integrar una reflexión más arreglada sobre la cuestión de la importancia de la cultura en la enseñanza de una lengua extranjera. Es con el espíritu impregnado de esta certeza que se revisitan algunas obras de referencia desde el punto de vista teórico, conociendo las dificultades y las soluciones propuestas; beneficiándose así de todos estos nuevos conocimientos para establecer un puente con la práctica pedagógica en la actividad docente. Así, el componente teórico tiene una clara conexión con el componente lectivo expreso, no sólo con respecto a la reflexión sobre las clases, sino también en el análisis de documentos oficiales, programas y manuales. Una investigación de esta naturaleza (investigación-acción) debe estar al servicio de la pedagogía para ayudar a enfrentar los desafíos proporcionados por esta profesión. Por ello, se sugieren ejemplos de actividades para comprobar que lengua y cultura son sinergias indisociables en la enseñanza de las lenguas.

Educación en humanidades

Wednesday, 3 July	
15:40-17:20	PARALLEL SESSIONS
Room A14	Pensamiento, tecnología y mundo digital El humanismo técnico de Simondon como solución al problema de las dos culturas Luis González Mérida, Universidad Autónoma de Barcelona, Cerdanyola del Vallès, España En "Sobre el porvenir de nuestras escuelas", Nietzsche sentencia la cultura científico-técnica como pseudocultura. Divulgación, especialización y entretenimiento aparecen como fuerzas contrarias para la realización de la tendencia alemana hacia la auténtica cultura —cuyo modelo estaría en la Grecia antigua, y que conecta con el espíritu alemán como por una suerte de pasaje secreto—. Su diagnóstico es claro: las instituciones educativas promueven la cultura solo en la medida en que se dispongan de medios para alcanzar una felicidad material. La máxima extensión de la cultura, al servicio de la instrucción del máximo número de miembros funcionales. Máxima extensión atravesada a su vez por una máxima especialización, un doble movimiento que contribuye a la separación en lo que Charles Percy Snow llamaría las dos culturas. Este diagnóstico, lúcido en muchos aspectos, está marcado por una serie de supuestos que no aceptamos. Entre ellos, la dicotomía pseudocultura-cultura auténtica, su anverso —a saber, una distinción clara entre lo científico y lo no-científico— y, especialmente, la hostilidad hacia la técnica. Su influencia se hará sentir en el pensamiento de Jünger y en el de Heidegger. Simondon es seguramente el primer filósofo del siglo pasado en combatir dicha estela tecnófoba, encarando los excesos ideológicos del “viejo” humanismo, sin desatender los de un cientificismo tecnófilo. En esta comunicación, repasaremos la solución que este autor plantea al problema de las dos culturas; y es que, si puede haber un humanismo después de la muerte del hombre, será a condición de integrar la técnica a la cultura. <i>Estudios culturales críticos</i> Pensamiento tecnocientífico: Hiperhumanidad/Hiperdeshumanidad Irving Samadhi Aguilar Rocha, Investigadora, Universidad Autónoma del Estado de Morelos, Cuernavaca, México Este estudio busca comprender el tiempo en que vivimos, caracterizado por la era de la ciencia y la tecnología, en el que no se reducen a herramientas u objetos a disposición del ser humano sino que se han convertido en formas de ver y entender el mundo, formas que hoy son dominantes, poderosas y hegemónicas. Así expuesto, podemos hablar de una “cultura” científica y tecnológica, dominante en la medida en que establece una epistemología del mismo tipo. Se propone desde aquí esclarecer en qué medida la técnica actual o tecnología se instaura como un poder nunca antes visto y que se ve expresado en todos los ámbitos de la vida, entendido como la mera de entender y relacionarse con el mundo. La técnica actual posibilita los sistemas de control explícitos e implícitos en el desarrollo de las sociedades actuales que determinan su constitución en lo individual y en lo colectivo, manteniendo las relaciones de poder y asimetría entre el pensamiento hegemónico, tecnocientífico y lo “otro” (todo aquello que no puede ser representado y pensando bajo esta lógica). Si bien Lipovetsky caracteriza al nuevo régimen de cultura (nunca vista antes) como hipermodernidad, aquí se propone reflexionar entorno al pensamiento tecnocientífico como expresión de una hiperhumanidad/deshumanidad. Estamos frente un nuevo ciclo de modernidad, como Lipovetsky muestra. Se trata de una nueva organización cultural que se concreta en un tecnocapitalismo de las industrias culturales, el consumismo y las redes de comunicación, cultura del flujo y el mercado. <i>Estudios culturales críticos</i> Ontogénesis de la subjetividad digital Alejandra López Gabrielidis, Investigadora, Universidad de Barcelona, Barcelona, España El objetivo de la ponencia será plantear un marco que permita abordar la ontogénesis de la subjetividad digital. En lugar de dar por sentado que existe, nos preguntamos qué significa que la subjetividad está deviniendo digital, y cómo podemos describir, en términos fenomenológicos, este devenir. Siguiendo la advertencia de Gilbert Simondon, no podemos pensar el principio de individuación como una realidad que precede al proceso de individuación. Para Simondon, la individuación, más que un hecho dado, es una acción, un despliegue y una modulación del ser. La misma implica un desfase, es decir, el ser completo donde no hay fases (lo que él llama la realidad preindividual) entra en un proceso de fases de estructuración. Pero, ¿por qué sucede esto? ¿Es un despliegue espontáneo del ser lo que abre este proceso? Lejos de ser un florecimiento suave, el proceso de individuación se halla siempre precedido por un estado de tensión. La misma siempre emerge como resolución a un problema de tensión e incompatibilidad de órdenes de magnitud. Nuestra presentación se centrará en las tensiones que surgen entre el cuerpo y el objeto técnico, como punto de partida para abordar la morfogénesis de una nueva fase en la subjetividad contemporánea. Para ello, utilizaremos los dos conceptos clave del pensamiento de Gilbert Simondon: el de "individuación" y el de "medio asociado". A partir de estas nociones, relacionaremos la descripción que hace este autor de la “angustia” y la “tensión” con ciertas experiencias ligadas a los entornos digitales. <i>Tema destacado 2019 - El Mundo 4.0: Convergencias de máquinas y conocimientos</i> Nuevas herramientas de análisis cultural: Estudios de animales y posthumanismo Jesús Fernández, Doctorando, Universidad de Cádiz, Cádiz, España Por separado, los estudios de animales y el posthumanismo, se conciben como metodologías con un alto componente filosófico; que se proponen repensar muchos de los valores humanistas que occidente ha heredado de la Ilustración. Sin embargo, cuando ambas trabajan en sintonía aplicadas a un texto cultural, obtenemos una combinación excelente que abre fronteras hacia nuevas perspectivas de análisis cultural. Hasta ahora, la ciencia ficción ha sido señalada como la idónea para ser estudiada desde este punto de vista, pero cada vez más académicos anuncian la utilidad de estas metodologías para más géneros literarios. De igual manera, parece evidente que la literatura no es el único medio cultural que se beneficia de esta nueva mirada, ampliando el análisis a cine, publicidad, videojuegos, etc. En este trabajo expongo las razones por las que ambas disciplinas resultan tan fácilmente compenetrables, evalúo de qué manera afecta esto a los estudios culturales y demuestro su utilidad en la actualidad con breves acercamientos a productos culturales de diversos medios. <i>Estudios culturales críticos</i>
19:00-20:30	Conference Opening Reception and Live Flamenco Music/Recepción de bienvenida y música flamenco

Thursday, 4 July	
08:30-09:00	Conference Registration Desk Open and Welcome Coffee/Mesa de inscripción abierta
09:00-09:15	Daily Update/Noticias del día—Dr. Bill Cope, President, Common Ground Research Networks, United States
09:15-09:45	Publishing Your Book or Article with Common Ground Research Networks/Publicar su artículo con Common Ground Research Networks
09:45-10:15	Plenary Session/Sesión plenaria (en inglés)—Dr. Asun López-Varela, Universidad Complutense de Madrid, Madrid, Spain
	"STEM to STEAM: Responsible Research and Innovation (RRI) at the Crossroads Between Art, Science and Technology"
10:15-10:45	Garden Conversation/Charlas de jardín
	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. Las charlas de jardín son sesiones informales no estructuradas que permiten reunirse con ponentes plenarios y conversar tranquilamente sobre temas derivados de su ponencia. Cuando el lugar y el clima lo permiten, se realizan en el exterior.
10:45-11:00	Transition Break/Pausa
11:00-12:15	PARALLEL SESSIONS
11:00-11:45	Sesión plenaria (en español)—Dr. Juan Manuel Trujillo Torres, Profesor, Universidad de Granada, España
	"Pedagogías emergentes y educación conectada para el empoderamiento" Dr. Juan Manuel Trujillo Torres es diplomado en Magisterio de Educación Física, Licenciado en Pedagogía, Doctor en Ciencias de la Educación y Máster universitario en Nuevas Tecnologías aplicadas a la educación. 2 sexenios de investigación CNEAI. Presenta una gran experiencia como docente en diversos Centros de Educación Primaria y Secundaria realizando numerosos proyectos TIC a través del trabajo colaborativo en red y el desarrollo de competencias tanto en el profesorado como el alumnado, lo que ha derivado en una de las líneas de investigación de mayor relevancia en su trayectoria profesional, además del estudio del liderazgo, la dirección y la micropolítica institucional. En la actualidad desarrolla su labor docente e investigadora, como profesor titular, en el Departamento de Didáctica y Organización Escolar de la Universidad de Granada.
11:45-12:15	Charlas de jardín
	Las charlas de jardín son sesiones informales no estructuradas que permiten reunirse con ponentes plenarios y conversar tranquilamente sobre temas derivados de su ponencia. Cuando el lugar y el clima lo permiten, se realizan en el exterior.



Thursday, 4 July	
11:00-12:15	PARALLEL SESSIONS
Room A10	Living Ideas Intermetaethics, Spanish Cinema, and the Digital World Cristina Sánchez Conejero, Professor, Spanish, University of North Texas, Denton, United States How do we define Spanish cinema today and what is its relation to Spanish culture and our digital world? In this study, I coin the term “intermetaethics” as an example of new directions in the humanities and propose it as a solution to the ethical debates regarding sex in Spain and in Spanish cinema. I define intermetaethics as a self-reflective and interdisciplinary morality, one that questions the values and consequences of its ethical theories in the light of other disciplines and fields, especially sexual psychology, human rights, and justice. Furthermore, I explain the connection of Spanish film and culture with the digital world and the humanitarian opportunities it offers since in addition to participating in this intermetaethical reflection on human rights and justice, there are things we can do to help the cause of human rights within the realm of sexuality, listing centers and organizations in Spain that have a strong online presence and that are committed to human rights that one can volunteer at or donate funds to and counseling centers for victims of sexual crimes where one can volunteer. The critical theory I use for this analysis is composed mostly of the theories by Michael Sherman, Miguel Ángel Ramiro Avilés, Jean François Lyotard, and Javier Gómez Zapiain, among others. <i>Critical Cultural Studies</i> Democracy Through Drama: A Project Aiming to Increase Student Civic Engagement and Democratic Awareness and Participation Eleni Kanira, Birmingham City University, United States Christopher Bolton, Senior Lecturer in Drama in Education, Birmingham City University, United States This paper offers an overview of the first phase of a funded Erasmus Plus research project. The project’s priorities were identified following an examination of recent and current social and political conflicts related to issues such as immigration and threats to democracies around the world that pose concerns about racism and endanger the peace process in Europe. These priorities were refined through a pilot study conducted by lecturers from the Education Department of Birmingham City University with secondary school teachers in the West Midlands, UK. This project, ‘Demo-Dram: Young Civic Thinking’, aims to address the need for a systematic approach to civics education and the teaching of democratic practice by offering high quality content (learning scenarios, lesson plans, etc.), enriched by drama techniques and tools that help the teaching community improve the education of and engagement with their pupils. This is an innovative project because it enables secondary teachers of languages and humanities who have never used drama before to work with drama practitioners and apply drama techniques to their curriculum subject areas in order to activate student voice and civic engagement. The project uses a mixed methods approach to the enquiry, which is how drama can develop skills and competencies that will empower and enable teachers of languages and humanities to nurture young people’s civic thinking. This paper presents the findings from the first year of the project - the teachers’ engagement and responses with their curricular areas and their attempts to create democratic spaces through drama education. <i>Humanities Education</i> Dramatic Irony: Neighbourhood Theatre and the Power of the Arts Cynthia Sugars, Professor, English, University of Ottawa, Ottawa, ON, Canada Paul Keen, Carleton University, Canada This paper asks what can be learned from a young people’s theatre group that we co-founded eight years ago in Ottawa, Canada, which is dedicated each year to producing a play by William Shakespeare. Each autumn we stage our productions as fundraisers for a local charity (such as the local food bank or homeless shelter). The enthusiasm our theatre company has generated offers an important perspective on debates about the crisis in the Humanities. As English professors, we know all about the pressures facing the Humanities today, from sagging enrolments to reduced research funding. But our experience has reaffirmed our faith in the importance of the Humanities for society at large. This is a crucial point that we forget at our peril. The response to our neighbourhood theatre affirmed our belief that children would find Shakespeare both accessible and appealing. What caught us by surprise is the extent to which this enthusiasm has been shared by audiences of all backgrounds – from people working in the high-tech industry, to teachers, doctors, and journalists, to our postman and neighbourhood dog-walker! This paper will pursue the question of how to reconcile this ongoing enthusiasm for the Arts with the pressures that face the Humanities today. At a time when Shakespeare is being removed from public-school and university curricula, our experience provides an instructive case-study for devising ways to articulate more effective arguments for the public value of cultural activities whose “impact” cannot be reduced to metrics or a rhetoric of applied knowledge. <i>Humanities Education</i>

Thursday, 4 July	
11:00-12:15	PARALLEL SESSIONS
Room A11	Literature Links Cold War Spy Stories from Eastern Europe Lisa Haegel, Assistant Professor, Texas State University, United States Corina Petrescu, Associate Professor, University of Mississippi, United States Valentina Glajar, Professor, Modern Languages, Texas State University, United States Alison Lewis, Professor, University of Melbourne, Australia Carol Anne Costabile Heming, Professor, University of North Texas, United States With the opening of the secret police archives in many countries in Eastern Europe comes the unique chance to excavate many forgotten spy stories and narrate them for the first time. Spy stories told through the prism of the secret police archives-‘file stories’ (Glajar)-about the top-secret lives of intelligence officers, their agents or informers represent one distinct mode of Cold War spy stories, which is a largely ‘forensic mode’ (Lewis) undergirded by ideological fantasies and paranoid fictions. The files have also led to the rediscovery of curious or enigmatic espionage events, which are being told in interconnected multimodal webs of narration-whether as memoirs of notorious spymasters or as recent fictions and feature films about complex and hitherto unexplained Cold War incidents. Finally, as we will show in our papers, the opening of the Iron Curtain has challenged old Cold War antagonisms such as the friend/foe binary, which is in turn recasting espionage scripts and the very character of the spy and double agent, as can be witnessed in new styles of spy films and television dramas made for a global, post-political audience. <i>Critical Cultural Studies</i> Science Fiction and Religion Within the Second Spanish Republic’s Secularism Juan Manuel Garcia Fernandez, Graduate Student, Spanish and Portuguese, University of Colorado Boulder, Boulder, CO, United States In this work, I examine how Ortí y Muñoz resorts to the literary genre of science fiction to defend the Catholic faith within the sociopolitical context of secularization imposed by the Second Spanish Republic (1931-1939). The novel emphasizes that faith and religion are the only solution for humanity, claiming that humans need these for emotional support and hope for salvation during the eschatological events narrated in the Biblical Apocalypse. Considering that faith is an essentially affective issue and the central claim of this novel, I analyze the role of religion in times of crisis from the perspective of the theory of emotions. Thus, I examine how, according to the novel, fear of death and anxiety for an eternal life are the only catalysts for conversion to Catholicism during the triumph of laicism and political secularization in “modern” states. Likewise, Ortí y Muñoz embraces and successfully employs all the scientific elements and topics of the genre, such as technological progress and the notion of mechanism. The novel uses the most authorized discourse of the time, science, to prove the dangers of scientific development and portray the consequences of the lack of religiosity in a future Spanish society. The novel intends to raise awareness about the affective consequences of the implementation of secularization such as the loss of human emotions and the lack of a sense of community. <i>Literary Humanities</i> Machines of Destruction: Ahmed Saadawi’s Frankenstein in Baghdad, Karan Mahajan’s The Association of Small Bombs, Kamila Shamshie’s Home Fire, and the Technology of Grief John Charles Hawley, Professor and Chair, Santa Clara University, Santa Clara, CA, United States Reminiscent of Thomas Pynchon’s Gravity’s Rainbow (1973), which had been set primarily in Europe at the end of World War II and centered on the design, production and launch of V-2 rockets by the German military, these three recent novels demonstrate the humanity at the heart of the explosions that today continue to tear flesh limb from limb, brother from sister, mother from child. This paper explores how they suggest the role the humanities play in sanding the rough edges of technology so that it shines, dismantling the construction of horror in factories of perfect precision that demand the klieg lights possible only through imaginative close viewing. They ask us to view the contemporary world as a constant tension between dismemberment and integrity. <i>Literary Humanities</i>



Thursday, 4 July	
11:00-12:15	PARALLEL SESSIONS
Room A12	Artificial Limits Robot Writing: Technical Rethink on the Artificial Intelligence Application Hongxiu Li, Dr./Professor, Humanities School, Chongqing Jiaotong University, Chongqing, China In the era of big data, Artificial Intelligence (AI) technology is becoming the basis of social existence. Robot writing is applied more and more widely in the press. This paper studies the development status of robot writing and the principle of natural language generation (NLG) system in AI technology, and discusses the relationship between robot writing and journalist writing, and analyzes the trust and credibility of the audience to the news generated by robots, and puts out the dilemma of robot writing in the age of social physics. This paper holds that we should have a rational attitude towards the application of AI technology, and there must be a limit to the use of robot writing. <i>Communications and Linguistic Studies</i> What a Machine Does Not See in a Live Dance Performance: Emotions, Feelings, and Meaning A. W. Brian De Silva, RMIT, Malvern East, VIC, Australia A dance performance is a lived experience in time and space. Technology cannot capture the essence of a live performance because it cannot emoter or feel. It can only capture a live dance performance in 2D, while attending a live performance affords a 3D experience in time - 4th dimension? A dance performance is about what and when you see (visual and perceptual), how you see (perceptual and cognitive), why you see (conceptual), and where you see (visual). I use the live performance of the dance "Tree of Codes" choreographed by Wayne MacGregor performed at the Melbourne International Festival in September 2017 to illustrate my point of view. In this presentation, I plan to apply concepts of phenomenology and neuroscience to demonstrate how meaning and ideas can be brought into and by dance movement. In other words I elucidate on how you can really see live dance. <i>Humanities Education</i> Ethics and Artificial Intelligence: Questions and Issues Jennifer Adams, PhD Student, Law, University of Central Lancashire, Bracknell, United Kingdom My research looks at how the advancement of Artificial Intelligence (AI) and autonomous machines (AMs) generate new and novel ethical conundrums and dilemmas, some dependent upon the sector they operate in, for example AMs operating within healthcare may create an emotional response from the patient such that the patient bonds with the AM. Questions over what to do if an AM malfunctions and how AMs will make decisions, especially those involving values and necessitating moral deliberation, are still unknown. As the technology advances and legal personhood becomes an ever-closer possibility, we must consider our responsibility and duties to AMs as they evolve, and ensure ethics keeps up with the technology. <i>2019 Special Focus - The World 4.0: Convergence of Knowledges and Machines</i>

Thursday, 4 July	
11:00-12:15	PARALLEL SESSIONS
Room A13	400 Years of Don Quixote Celebrating Cervantes Four Centuries Later: Discovering Don Quixote through Film, Literature, Language, Music and Poetry Carlos Hawley, Hawley, NDSU, Fargo, United States Robert Jones, Professor, North Dakota State University, United States Our cultural history often involves teaching the thunder of the vanguard long after the rearguard's dust has settled. The years 2015 and 2016 offered scholars, students, and the public two interconnected cultural mile-markers: 2015 marked the 400th anniversary of the publication of book two of Don Quixote, while 2016 marked 400 years since the passing of modernity's two supreme literary figures, Miguel de Cervantes and William Shakespeare. Those markers presented the academic year, that included Autumn 2015 and Spring 2016, with great opportunities for celebration, initiation, and erudition. It gave us an occasion that would allow scholars of early Modernity, of Literature, of drama, of the novel, of western civilization, of the Spanish Empire, and of Miguel de Cervantes and William Shakespeare, to share their erudition with a much larger community than might otherwise gather during a non-celebration year. It is my intention to share with you the collaborations, the events, and the venues that I took part in preparing for those two anniversaries during that academic year. These include collaborations with academic, municipal, and state agencies, campus and community venues, including cinemas, libraries, theaters, and public parks, and events ranging from keynote speakers to film festivals to live and radio jazz and a voice and piano retrospective and, even, Cervantes in the park. I do this in hopes that my study might prove instructive, even inspirational, for all those scholars who anticipate similar opportunities in the future. <i>Humanities Education</i> An Interdisciplinary Model for Study of Don Quixote and Spanish Culture through French Music and Poetry: Discovering Don Quixote through Film, Literature, Language, Music and Poetry Robert Jones, Professor, North Dakota State University, United States In addition to literature and language, film, poetry, and music have been significant in transmitting "Don Quixote" to communities that would otherwise not have experienced this work. A noteworthy milestone in the celebration of Cervantes, Don Quixote, and the Spanish culture is the 1933 film production of "Don Quixote," by Austrian producer, G. W. Pabst, starring the renowned Russian bass, Feodor Chaliapin in the title role. This event stimulated the composition of art songs for voice and piano. Most notable were two song cycles: "Chansons de Don Quichotte" by Jacques Ibert and Maurice Ravel's "Don Quichotte e Dulcinée." Set to the poetry of Pierre de Ronsard, Alexandre Arnoux and Paul Morand, these works celebrate Cervantes' novel by highlighting specific moments in Don Quixote's adventures. Through musical performance and related commentary, I explore how the musical procedures of Ibert and Ravel illuminate the French poetry, introducing elements of Spanish culture through the adventures of Don Quixote. Among these are Spanish and Basque dance rhythms, guitar idioms, and the Roman Catholic musical traditions. The texts are rich with a variety of sound devices. With the intention of disseminating this information to diverse communities, the following questions will be explored: How does the music of Ibert and Ravel intensify the expression of the texts of Ronsard, Arnoux and Morand? How is the character of Don Quixote defined through the music of the songs? How do the sound devices of the poems contribute to the sonic resonance of the music? <i>Humanities Education</i> Cosmoportism: International Education and Competency Through Multilingualism Zekeh Gbotokuma, Associate Professor, Philosophy & Religious Studies, Morgan State University, United States Cosmoportism is a neologism that I have coined based on the Greek word kosmos, meaning 'universe' or world, and from the second part of the word 'passport'. Cosmoportism is my philosophy of international education and competency. It is about the internationalization of the curriculum in a spider's web-like and competitive world. This philosophy is based on my belief that international education is the Twenty-first Century's and Fourth Industrial Revolution era's passport and global positioning system (GPS) to comfortably navigate the global village. International education/competency is the key to global partnerships and competitiveness. Cosmoportism is also based on my understanding of the university as a universal city or university. To be an institution of higher learning, an authentic university must be a forum for a 'world-ready' education. The internationalization of the curriculum must be consistent with the commitment to international education as a rehearsal for international competency and cosmocitizenship or global citizenship. World language skills are important aspects of that competency. Finding global solutions to global problems," public diplomacy, the success of the Paris Climate Accord, Global Migration Compact, and Sustainable Development Goals require not only STEM and ICT literacy, but also enhanced cross-cultural and global communication ability. Consequently, multilingualism is critically important because, as the Austrian philosopher Ludwig Wittgenstein stated, "The limits of my language mean the limits of my world." Therefore, nobody should be allowed to graduate from any 'UniverCity' today without becoming globally literate, internationally competent, and fluent in at least one foreign language. <i>2019 Special Focus - The World 4.0: Convergence of Knowledges and Machines</i>



Thursday, 4 July	
11:00-12:15	PARALLEL SESSIONS
Room A14	In Focus The Infernal Mechanisms of Greed and Lust in Federico Fellini's <i>La Dolce Vita</i> Heidi Faletti, Associate Professor Emeritus, English Department, SUNY at Buffalo State College, Buffalo, NY, United States "La Dolce Vita" of 1960 offers a panorama of Roman postwar journalism and high society centered in the character of Marcello Rubini (played by Marcello Mastroianni) in seven episodes with a prologue and an epilogue. From the point of view of Marcello, a tabloid journalist whose ambitions are akin to those of Mr. Paparazzo, crucial moments are presented that expose the frivolity and mass consumerism of modern decadent Rome, such as compulsive affairs, orgies, and ghoulish news seeking. Marcello becomes increasingly caught up in the mechanisms of exploitative reporting and the allurements of hedonism. He has one reprieve from self-alienation while working on his novel at a trattoria where he chats with a young woman who resembles an "angel" and who appears crucially at the film's end. From an archetypal perspective, this paper explores how the mechanisms of greedy ambition and lust mire the protagonist existentially in a materialistic world. <i>Literary Humanities</i> Alcoholism and Nature versus Nurture in Emile Zola's Rougon-Macquart Novels Holly Collins, Baylor University, United States Emile Zola's Rougon-Macquart family tree and notes display the inherited characteristics passed down within each branch of the family. Most prominent are the mental afflictions that plague one branch and the alcoholism that is rampant in another. Zola's era was a period of scientific development that strongly impacted many aspects of life. Zola sought to make his works a marriage of literature and science—a sort of scientific experiment with humans that he could observe and record. What had previously been a debate only in philosophical domains—the factors that determine human behavior—had become a part of experimental research. From Lamarck to Darwin and Mendel, the existence of inherited characteristics was being researched and proven. The attention then turned to the power of inherited characteristics that began being qualified as race. While others of his time created a nature/nurture dichotomy, Zola examined their complicity and interactions, like variables in a laboratory experiment. Genetic predispositions and social factors surrounding his characters, like cafés and social drinking, lead them inevitably to ruin. The use of alcohol is an apt demonstration of the nature/nurture vector in Zola's work. During the nineteenth century, through research and observation, alcoholism went from being considered a moral problem to a medical, hereditary problem. In this paper, I show how Zola uses nature and nurture as accomplices to lead his characters to their inevitable demise. Such dependence on inherited characteristics will eventually lay the groundwork for the development of racial conceptions that persist even in today's Francophone world. <i>Literary Humanities</i> Convergence of Knowledge and Science in Margret Lucas Cavendish's <i>Blazing World</i> Shu-hua Chung, Assist Professor, Department of Applied Foreign Languages, Tung Fang Design University, Taiwan Science in the early modern period had a great influence on writers in respect to their works. Such a huge influence can be found directly in <i>The Blazing World</i> (1666) by Margret Lucas Cavendish (1623-1673). She was the first woman who wrote a utopian fiction, a hybridity of science romance and autobiography. In the work, blending established genres and categories into a new order, Cavendish fancifully and satirically describes a utopian kingdom in another world where a young woman intrudes and later becomes the empress of a society constructed a variety of talking animals. In <i>The Blazing World</i>, issues such as science, gender, and power are concerned. Also, the relationships between imagination and reason, between philosophy and fiction are examined. In the paper, I argue that science in the early modern period has a striking impact on writers with regard to creation, and that it is writers' art work that makes knowledge and science converge thanks to their imagination that explores and enriches the integration of knowledge and science. 2019 Special Focus - <i>The World 4.0: Convergence of Knowledges and Machines</i>

Thursday, 4 July	
11:00-12:15	PARALLEL SESSIONS
Room A15	Knowing Thyself Skate and Destroy: Skateboarding As Psychogeographical War Machine Lee Herrmann, Doctoral Candidate, Historia Contemporània y Moderna, Universitat Autònoma de Barcelona, Granada, Spain The modern cultural phenomenon of street skateboarding, from the mid-1970s onward, has applied knowledge to a machine for purposes of pleasure. The vocabularies of early Situationist urban critique and Deleuze-Guattarian philosophy illuminate unnoticed aspects of this knowledge/machine union and reveal how the activity highlights the conflict between subjective regimes of desire and objective regimes of power engendered by modernity. The search for new behaviors and structures of affect through interaction with the urban architectural environment that was theorized by the Situationist International as <i>dérive</i> and <i>détournement</i> in the late 1950s became a praxis: practitioners of psychogeographical play operate a "toy machine" at speed along a line of flight that deterritorializes capitalist space and reterritorializes it as ludic space using knowledge that spreads rhizomatically. Capitalist authorities oppose this deterritorialization: street skating operates like the nomadological war machine as described by Deleuze and Guattari, displaying a consciously antagonistic relationship to capitalist architecture even as the activity depends on late-modern technologies and capitalist economic transactions. The abstract conceptual relationships mooted by certain philosophies are grounded in a real, concrete activity, exemplifying their heuristic use in cultural analysis while also providing a practical basis for critique of the philosophies themselves. <i>Critical Cultural Studies</i> Making the News in Wales: Why Welsh-Language Journalists Are Repairing the Damage of the Nation's Democratic Deficit Robert Glyn Mon Hughes, Liverpool John Moores University, United Kingdom Since devolution in the UK, Wales has virtually fallen off the journalistic radar. Few items of national importance to Wales are reported on the UK media. But, far more damaging, is the fact that few people in Wales look at newspapers or magazines or listen to broadcasts which are made in the country. The actions of the Welsh Government go virtually unnoticed by the London-based media. Yet that body is responsible for major parts of the economy, such as healthcare, education, regeneration, business and industrial matters, and so on. Since little is covered, this study considers: How do people in Wales cast their votes in elections? What is happening to the culture and identity of the country? That is where Welsh-language journalists come into their own, as their products are produced - almost without exception - within Wales. They represent the people. They report on issues of importance to the population. So, what is the future for Wales - and what responsibilities do Welsh-language journalists have to their compatriots? <i>Civic, Political, and Community Studies</i> From the Latin Cross to Facebook to Om: The Gods in Mundo Sin Dioses (1994) Cristina Sánchez Conejero, Professor, Spanish, University of North Texas, Denton, United States In the history of humanity, we can find a plethora of religious and spiritual symbols among different cultures. In the case of Spain, one of the most universally recognized religious symbols is that of the Christian Latin cross which is also a symbol of the imperial conquest. Contrary to the idea of progress and civilization, such a conquest is not an enterprise uniquely tied to the past but, as Gabriel Bermúdez Castillo indicates in his novel <i>Mundo sin dioses</i>, this enterprise continues today with an ongoing technological mission that permeates humanity. Such a mission results in an increase of the indices of spirituality versus religiosity in Spain, explained by the need to counteract the mechanization of life and the degree of dehumanization that such a technologization denotes. In this paper, making use of <i>Mundo sin dioses</i>. I analyse the similarities and differences between Christian and spiritual symbols in Spanish culture. Likewise, I examine how these symbols are related with technology symbols in our current culture today in Spain and throughout the world in order to exhibit that the gods of the Christian conquest and of <i>Mundo sin dioses</i> do not differ much from the technology god that dominates our XXIst century world. The critical methodology that I use is composed, among others, of Manuel Castell's theories about internet and virtual communities, of Byung-Chul Han's proposals about hyperconsumerism, of the teachings of the father of yoga and spirituality in Spain Ramiro Calle, and of Miguel Ruiz's postulates about Toltec knowledge. <i>2019 Special Focus - The World 4.0: Convergence of Knowledges and Machines</i>



Thursday, 4 July	
11:00-12:15	PARALLEL SESSIONS
Room A16	Elemental Aspects Jewels in Literature: A Study of Oriental Treasures in the Works of Shakespeare, Wilde, and Yeats Hisami Nakamura, Associate Professor, English, Tenri University, Tenri, Japan Pearl is a favorite with Shakespeare, whose Cleopatra, unlike the traditional image, does not dissolve her Oriental pearl in her desert cup, but cherishes a pearl given by Antony as a token of true love. It was King Claudius, uncle to Hamlet, who wasted a treasure pearl by dissolving it in wine, which eventually cost him his life. Rascals in his plays tend to waste pearls, and get punished for it. Pure and white, round and small, pearl was the symbol of divine grace the mediaeval Pearl Poet sang of, and a favourite of Queen Elizabeth. However, diamond cutting gradually improved and began to be appreciated not only for its Mohs hardness but also for translucency and brilliancy, which subsequently set the standard for Western gemstones. Thus Wilde's European Happy Prince gives away ruby and sapphires, rather than jades and ambers much appreciated by the Egyptian king the little swallow tells him of. Yeats also makes a sharp contrast between the East and the West in 'Lapis Lazuli' and 'Meditations in Time of Civil War', by setting lapis lazuli (East) against aquamarine (West). Buddhist Sutra highly prizes vai ūrya (aquamarine or lapis lazuli) as one of the seven treasures, but whilst aquamarine is delicate, lapis lazuli can survive the 'accidental crack and dent', thus for Yeats symbolizing the tragic joy of graceful beauty being replaced by the brazen opacity of the approaching new age. Retrospectively, Shakespeare's era was also filled with uncertainty, though it had more brightness and radiance, like pearls. <i>Critical Cultural Studies</i> "Galinha à Portuguesa" from Macau: The Identity of Macanese Community in Culinary Culture Mengyuan Zhou, Lecturer, Department of Portuguese, University of Saint Joseph, Macao, Macao "Galinha à Portuguesa" (Chicken in Portuguese Style) is one of the famous dishes among Macanese Cuisine. What makes it interesting is this "chicken in portuguese style" doesn't exist on European Portuguese's table. Instead of that, it comes from Macao, from Macanese Cuisine. The Macanese consists of people of predominantly mixed Chinese and Portuguese as well as Malay, Indian, and other Asian countries. Within this fusion and diversity, Macanese Food always distinguishes itself from other cuisines, just like Macanese Community also keeps their independence from other communities. Hence, on the basis of analyzing some recipes of Macanese Cuisine, this paper considers the connection between the food and identity of Macanese Community and their interchange with other communities coexist in Macao from a cultural and social perspective. <i>Critical Cultural Studies</i> Horrible Progeny - Two Hundred Years of Frankenstein: From Modern Prometheus to Anthropocene Fictions Allison Mackey, Profesora de Literatura Inglesa, Letras Modernas, Universidad de la Republica, Uruguay, Montevideo, Uruguay On a dark and stormy night just over two centuries ago, the nightmare of a pregnant teenager was born. Mary Shelley's Frankenstein, or the Modern Prometheus (1818) has become one of the most influential texts of all time and is considered by many to be the first literary work of science fiction. In this paper, I interrogate the legacy of this classic Gothic text specifically in the context of the "Anthropocene": the ecological era that began shortly before Shelley was born. In her introduction to the 1831 edition, Shelley described the novel as her "horrible progeny," and, in fact, the text is riddled with birth analogies, alluding in its subtitle to the human use of technology in order to "create life." Shelley's text helps us to examine the heritage of "pro-creativity" and address urgent concerns about scientific responsibility and about how we treat other forms of life in an age of artificial intelligence, genetic manipulation and human interventions in geophysical systems that have already resulted in a mass extinction of life forms. Who or what can be considered "human," deserving of rights and protections? When and why does nature itself become monstrous? Two hundred years after Mary Wollstonecraft-Godwin's frightening nocturnal vision, Frankenstein can be read as a warning of the dangers of human hubris in the face of imminent global disasters - something that is arguably a monster of our own creation. <i>Literary Humanities</i>
12:15-13:15	Lunch/Almuerzo
13:15-14:55	PARALLEL SESSIONS

La política de salud y la prevención de la hipertensión arterial: Una mirada desde el ámbito laboral ecuatoriano

Marlene Sánchez Mata, Universidad Estatal de Milagro, Milagro, Ecuador

Junes Robles Amaya, Docente investigadora, Universidad Estatal de Milagro, Milagro, Ecuador

Ciro Espinel Robles, Médico General, Ministerio de Salud Pública, Milagro, Ecuador

Juan Calderon Cisneros, Docente investigador, Universidad Estatal de Milagro, Milagro, Ecuador

En Ecuador, la enfermedad hipertensiva estaba entre las principales causas de mortalidad (año 2009). Desde la "Región de las Américas" se plantearon estrategias para la prevención y control de las enfermedades crónicas no transmisibles; asumiendo, los países participantes —y hasta el año 2025—, el compromiso de contribuir con el 25% en la reducción de la prevalencia de la hipertensión arterial. Entre los planteamientos realizados en la "Tercera Reunión de Alto Nivel de la Asamblea General" está poner en marcha programas de actividad física y control de la hipertensión arterial en el lugar de trabajo; considerando todos los riesgos que conlleva. El presente estudio tiene como objetivo analizar el estado de aplicación de la "política de salud para la prevención de la hipertensión arterial", en empleados de un gobierno local del Ecuador. Se aplicó el "método progresivo para la vigilancia de los factores de riesgo de las enfermedades crónicas" (OMS, 2016) a 120 empleados ($H=69,1\%$, $M=30,9\%$). Los resultados establecen que el 36,6% de los empleados —la mitad corresponden al personal administrativo— son hipertensos (el 50% presentan HTA, estadio 2); . La inactividad física laboral es del 35,80%. Se concluye que en Ecuador se promueven, de manera muy general —a través de un programa—, acciones de prevención relacionadas con la inactividad física en el ámbito laboral. Sin embargo, es insuficiente para incidir en la prevención de la hipertensión arterial, ya que se requieren acciones integrales y con compromiso de ejecución; tanto de las autoridades como de los empleados.

Estudios cívicos, políticos y comunitarios

La mortalidad por cáncer en Ecuador: Una perspectiva multivariante usando análisis de correspondencias múltiple (ACM) y HJ-Biplot

Juan Calderón Cisneros, Docente Investigador, Universidad Estatal de Milagro (UNEMI), Milagro, Ecuador

Junes Robles Amaya, Directora del Grupo de Investigación "Salud Pública y Educación", Universidad Estatal de Milagro, Milagro, Ecuador

Carlos Alcivar Trejo, Coordinador Académico y Docente, Universidad Tecnológica ECOTEC, Ecuador

José Luis Vicente Villardón, Docente y Director Dpto. de Estadística, Universidad de Salamanca, Salamanca, España

La presente investigación se desarrolló con el análisis de los registros de neoplasias malignas por regiones del Ecuador en el periodo 2005-2014.

Tuvo como objetivo aplicar métodos multivariantes para describir las asociaciones entre un grupo de variables categóricas (género, edad al fallecimiento, año y región de fallecimiento), así como las similitudes y diferencias entre los individuos a los cuales se presentan estas variables. A través del Análisis de Correspondencia Múltiple (ACM) y HJ-Biplot, las variables funcionales se caracterizan por la evolución de una variable a lo largo del tiempo (proceso estocástico), de modo que los valores que toman se demuestran que la asociación de las variables o categorías es independiente del factor año. Lo mismo ocurre con las regiones que en su gran mayoría están repartidas entre la costa y la sierra, que contiene los valores propios y los porcentajes de inercia explicada para todas las dos dimensiones que mejor se representan.

Educación en humanidades

Las interacciones grupales y las conductas sexuales de riesgo: Diferencias de género en población universitaria

Junes Robles Amaya, Docente investigadora, Universidad Estatal de Milagro, Milagro, Ecuador

María Aranda, Profesora, Universidad de Jaén, Jaén, España

Ángel Barrasa, Profesor, Universidad de Zaragoza, Zaragoza, España

Beatriz Montes, Profesora, Universidad de Jaén, Jaén, España

Juan Calderón Cisneros, Docente Investigador, Universidad Estatal de Milagro (UNEMI), Milagro, Ecuador

El objetivo del presente trabajo es determinar el vínculo existente entre las principales conductas sexuales de riesgo y las relaciones grupales desde el enfoque de género en población universitaria. La muestra estuvo formada por 514 estudiantes de dos universidades públicas. Las edades fluctúan entre los 17 y 25 años ($H=64,2\%$; $M=35,8\%$) con una media de 20,4 años. Para medir las conductas sexuales de riesgo se utilizó la Escala de Autoeficacia para la prevención del SIDA en adolescentes de López y Moral (2001) $\alpha=.897$, además se realizó el análisis sociométrico con el programa informático CIVSoc, que calcula los valores sociométricos individuales y grupales. Los principales resultados demuestran que el 67,4% de los hombres tuvieron su primera relación sexual entre los 13 y 16 años. En las mujeres, se extiende la edad del inicio sexual hasta los 18 años. Las conductas sexuales de riesgo son 1) Tener relaciones sexuales sin condón. 2) Recibir transfusiones de sangre. 3) Tener relaciones sexuales con desconocidos. Existen correlaciones negativas entre los índices de liderazgo y de poder con las relaciones sexuales de riesgo de la pareja, tanto en el hombre ($-.475^{**}$) ($-.352^{**}$) como en la mujer ($-.383^{**}$) ($-.389^{**}$). Se concluye que hay diferencias de género que se muestran desde la edad del inicio de la vida sexual, así como tener relaciones sexuales sin protección es más importante para las mujeres; sin embargo, ambos géneros coinciden en que a mayor liderazgo y poder habrá menor tendencia a seleccionar a la pareja sin antecedentes sexuales de riesgos.

Estudios cívicos, políticos y comunitarios

Thursday, 4 July	
13:15-14:55	PARALLEL SESSIONS
Room C4 Continued	Vivienda de emergencia y desastre natural: Una respuesta ambiental y social con lenguaje tecnológico Gustavo Adolfo Agredo Cardona, Docente, Universidad Nacional de Colombia, Colombia Con fines misionales, la Universidad Nacional de Colombia contempla, desde la academia, brindar alternativas de solución a problemáticas del país —y, en particular, a situaciones sociales—. Es decir, la posibilidad de la institución de enfrentar retos que constituyen desafíos a las comunidades y que impiden su bienestar y sostenibilidad. En términos culturales y lingüísticos, la tecnología se constituye en la forma de comunicación entre la sociedad y la posible solución a problemas reales; tal como requiere la sostenibilidad humana. Colombia es susceptible de sufrir desastres naturales, efectos sísmicos y adversos, en la zona Central Andina (por la fragilidad del suelo y porque es donde se localiza el grueso de la población). Comúnmente, la meteorología del territorio presenta episodios de lluvia prolongada con régimen fuerte de temporada invernal, en contraposición a periodos extremos de sequía. La pluviometría, según el IDEAM (Instituto de Hidrología, Meteorología y Estudios Ambientales) revela, con datos de lluvias, la incidencia en deslizamientos e inundaciones. De ahí la importancia de formular prototipos de vivienda utilizando la tecnología —mediante sistemas prácticos habitacionales que reemplacen (transitoriamente) a las viviendas; minimicen pérdidas económicas y brinden protección a la población afectada, mientras se asume la reconstrucción del lugar—. Los diseños deben ser la respuesta al problema social, como reacción al fenómeno ambiental. El actuar con una solución habitacional en condiciones de confort; valorando las condiciones de dignidad humana; intentando alcanzar el tan anhelado concepto de equidad en Colombia, a partir de un techo que brinde seguridad, física y psicológica. <i>Tema destacado 2019 - El Mundo 4.0: Convergencias de máquinas y conocimientos</i>



El movimiento estudiantil de la Escuela Normal Rural de Atequiza: En busca de la apropiación de un campo de la historicidad (1968-2018)

José Rojas Galván, Profesor e investigador, Universidad de Guadalajara, Guadalajara, México

Esta ponencia tiene como objetivo analizar las prácticas sociopolíticas que ha generado el movimiento estudiantil de la Escuela Normal Rural de Atequiza a fin de evitar que se cumpla la amenaza del Estado Mexicano de cerrar su escuela. El sustento teórico parte de la propuesta de Alain Touraine de entender los movimientos sociales como movimientos históricos, como formas de organización social que disputan a un adversario el dominio del modelo de desarrollo o de reforma institucional. Es decir, lo que Touraine ha denominado como campos de la historicidad. Los resultados de la investigación reflejan que las prácticas sociales y políticas generadas por el movimiento de normalistas a lo largo de medio siglo han permitido hacer frente a la sentencia de cerrar la normal de Atequiza, pero también a la represión que desde el poder se ha organizado y ejecutado en su contra. Es decir, se demuestra cómo sus integrantes han ejercitado la reflexión y la acción para hacer valer y defender sus conquistas sociales y políticas. Asimismo, se explica cómo dicho ejercicio ha favorecido la generación de una conciencia histórica y una ciudadanía crítica que son fortalecidas en el día a día con la intención de aspirar a construir un mejor futuro. Para la elaboración de este documento fue necesario recurrir al análisis documental y a la observación participante en reuniones y marchas que los estudiantes normalistas realizaron en la ciudad de Guadalajara, México durante el primer semestre de 2018.

Estudios cívicos, políticos y comunitarios

Jóvenes indígenas: Identidades emergentes en contextos universitarios

Gabriela Gallegos, Doctoranda, Instituto de Investigaciones Sociales, Monterrey, México

Tania Cruz Salazar, Profesora Investigadora, El Colegio de la Frontera Sur, Chiapas, México

Desde un enfoque etnográfico, se aborda el proceso de reconfiguración identitaria de 22 jóvenes indígenas universitarios que migraron del campo a la ciudad. Las y los participantes estudian en tres universidades del estado de Chiapas: Universidad Autónoma de Chiapas, Escuela Normal Indígena Intercultural Bilingüe Jacinto Canek y Universidad Intercultural de Chiapas. Se identificaron 4 fases por las que estos jóvenes transitan desde su llegada a la ciudad, y durante su experiencia en la universidad. A su llegada experimentan una fase de adaptación, que incluye cambios en su forma de vestir, hablar y comportarse. La segunda fase es el ocultamiento de su identidad étnica, producto de la discriminación vivida en la ciudad. Sin embargo, también existen algunos elementos identitarios que continúan —como la lengua y el apego al territorio—, por lo que la tercera fase identificada fue la de continuidad. Finalmente, la última fase encontrada, es la revaloración. Los y las jóvenes refieren estar orgullosos de su pertenencia étnica, pese a haber pasado por fases donde negaron u ocultaron su identidad. Se encontró que, el heteroreconocimiento recibido de sus docentes y pares, fue fundamental para la revaloración de su origen étnico. Así también, los y las jóvenes van incorporando, e internalizando a su identidad, elementos del discurso universitario y las características propias de la carrera que estudian. Estos procesos detonan la emergencia de jóvenes indígenas universitarios, como actores sociales que influyen en la dinámica sociocultural de las ciudades.

Estudios cívicos, políticos y comunitarios

Inventar un enemigo: La actual criminalización del activismo mapuche en Chile y Argentina

Miguel Leone, Becario postdoctoral, Universidad de Buenos Aires, Instituto de Estudios de América Latina y el Caribe, Consejo Nacional de Investigaciones Científicas y Técnicas (CONICET- Argentina), Buenos Aires, Argentina

El mapuche es un pueblo indígena que habita la región cordillerana de Argentina y Chile. Este último, desde 1997 sostiene una política represiva sobre las demandas territoriales de aquel pueblo. Uno de los últimos resultados trágicos de esa política ha sido el asesinato (noviembre 2018) del comunero Camilo Catrillanca a manos de Carabineros de Chile. Desde 2009 en adelante, también en Argentina se observa un proceso de creciente represión sobre el pueblo mapuche. No obstante, faltan estudios que analicen en forma comparada el funcionamiento y las racionalidades políticas operantes en cada uno de estos dos casos. Intentando saldar aquella falencia, desde 2017 llevamos a cabo un estudio comparativo de ambos casos estatales/nacionales, así como de sus interconexiones y apoyaturas recíprocas. Resultados provisorios de este estudio dan cuenta de unas mismas lógicas de securitización en ambos países, las cuales se traducen en cinco principales dimensiones, interconectadas entre sí: 1- El despliegue de Fuerzas de Seguridad en los territorios indígenas. 2- La criminalización y judicialización de la protesta. 3- La estigmatización discursiva y mediática del pueblo mapuche (fundamentalmente a través de categorías como "terrorismo" y "amenazas a la seguridad ciudadana"). 4- La persecución y vigilancia de sus líderes, referentes y comunidades. 5- La represión y los asesinatos de comuneros y activistas. Esta ponencia apunta a compartir y someter a debate aquellos avances de investigación. Propone adentrarse en las características y tonalidades que las referidas cinco dimensiones de securitización han adoptado en cada caso durante la última década (2009-2019).

Estudios cívicos, políticos y comunitarios

Old Machines, New Interpretations: History, Big Data, and the Machine of Bletchley Park

Carleigh Cartmell, PhD Candidate, Balisillie School of International Affairs, University of Waterloo, Waterloo, ON, Canada

Big data research is gaining popularity in digital humanities as a reliable method for sifting through massive quantities of information. What might be missing when machines do the sorting, potentially removing the humans from the humanities? In intelligence studies, big data methods may paint a partial picture because wording is so important, language so subjective, and context while sorting information is key. Colossus of Bletchley Park was one of the first recorded "big data" machines. Colossus alone would not have solved the Allied intelligence problem during the Second World War. People had to sort, prioritize, make educated inferences, and process the information generated by Colossus. This paper draws a parallel between contemporary use of big data methods for the study of history, and the historic use of the first big data machine at Bletchley Park. I argue that without the people, important connections are missed. Feminist theorists have raised concerns about exclusion of particular voices in historical research. Machines may efficiently sort data, but risk missing those excluded from general knowledge held in mainstream databases. Is big data too exclusionary for the telling of history or can its limitations be overcome by blending old machines and new interpretations?

2019 *Special Focus - The World 4.0: Convergence of Knowledges and Machines*

The Developmental Model of Intercultural Sensitivity and Its Implication for the Decolonizing Process

Alvin Joseph, Higher Secondary School English Teacher, Department of Higher Secondary Education, Kerala, State Government of Kerala, Kottayam District, Kerala, India

This paper examines the application of the Developmental Model of Intercultural Sensitivity (DMIS) developed by the highly-regarded social scientist Dr. Milton Bennett in the decolonizing process of post independent countries emphasizing India. Decolonization is a complex process of cultural and linguistic self assertion by countries affected by colonialism. This study is based on the assumption that the DMIS provides a scientific program for decolonization, which is a crucial issue of the modern era.

2019 *Special Focus - The World 4.0: Convergence of Knowledges and Machines*

A New Materialism: From Marx to Poststructuralism

Andrew M. Koch, Appalachian State University, United States

This study explores poststructuralism as it represents a new formulation of materialist philosophy. It retains the dynamic and relativistic character of Marxian materialism, but rejects the methodology of dialectics and the goal of formulating strict scientific laws of causality as the goal of social inquiry. Influence by the epistemological position of Friedrich Nietzsche, poststructuralism employs an aesthetic model of knowledge that allows for a formulation of materialism that is a synthesis of the interpretive and the empirical. It incorporates a dynamic of change, with an understanding that the basis of all our claims to social and historical knowledge are humancentric in character and, therefore, relative to the prejudices, constraints, power relations, and cultural norms found within a culture. Like Marx, the human body is still the starting point for analysis, and there is still the general interest in the historical forces that act to constrain the self-directed action of human bodies. But poststructuralism is also interested in the subtle forms in which power is exercised through the influences of institutional norms in the process of identity formation. This takes the notion of material causality beyond the Marxian focus on production. Causality is found within the totality of forces that constitute the domain of social action. Poststructuralism begins with the concept of historical context, a broad category of experience that encompasses both our sensual contact with the world and the content of socialization that has as its objective the directing of human behavior.

Critical Cultural Studies

Höhere Wesen befehlen: Critical Humanities as Discursive Catalyst

Clemens Ackermann, Research Coordination Internationalization, Arena2036, Stuttgart, Baden-Wuerttemberg, Germany

Max Hossfeld, CTO, Arena2036, Stuttgart, Germany

This paper focusses on the hiatus between technological progress and the public understanding – or the lack – thereof. It therefore identifies those powers that are responsible for said hiatus to then re-introduces the critical humanities as a catalyst that re-enables the dialogue between the productive industry and the/its consumers. The way that the humanities hence become 'productive' is by way of critically engaging with both sides. In order to do so, they themselves require a distinct perspective, which is usually granted through artifacts. Accordingly, this paper discursively follows the höhere Wesen from Kazimir Malevich's Black Square via Sigmar Polke to Nora Al-Badri and Jan Nikolai Nelles' recontextualization of both. The two ensuing questions thus read as follows: diachronically – who are the höhere Wesen? Discursively – how can man recover its agency whilst technology seemingly renders him increasingly passive? Nora Al-Badri and Jan Nikolai Nelles not only conceived a critical perspective of Industry 4.0 from within by creating their artifacts at the Research Factory ARENA2036, but they also suggest a concomitant interface that re-enables the public to participate in the very discourse that shapes their every day; i.e. their work offers an answer to both questions at stake. In other words, this paper diachronically discusses the growing distance between the producing industry and the consuming public in order to finally identify a potential paradigm shift that gives back agency to people by means of a productive dialogue between the two.

2019 *Special Focus - The World 4.0: Convergence of Knowledges and Machines*

Thursday, 4 July	
13:15-14:55	PARALLEL SESSIONS
Room A11	Lessons of the Past Power and Murder at the Early Time of Medieval History Salah Al-Haideri, Soran University, Iraq This paper concentrates on political affairs and shows how military leaders play a role in changing the head of the state by force. Due to the differences between the Caliph and his eldest son Muntasir, the latter sided with leaders and plotted to assassinate the Caliph. They succeeded in murdering the Caliph while he was in his court in the year 861A.D. This crime opened the door to many calamities. Through this research, I try to give a real picture for what happened to the Abbasid Caliphate during the medieval era. The result of that tragedy (the murdering of the head of state) influenced the affairs of state economically and politically, and led to the decline and fall the Caliphate itself. <i>Humanities Education</i> The Birth of Vernacular Biography in Thirteenth-Century France Cristian Bratu, Baylor University, United States It is a well-known fact that medieval literature generally does not depict characters in what we would call nowadays a "realistic" manner. The traits of medieval characters tend to be either embellished or blackened, thus allowing the author of the text to convey a moral or political message. For instance, what interested the anonymous author of the ninth-century hagiographical poem "La Cantilène de Sainte Eulalie" was the moral significance of Eulalie's life, rather than her actual biography. The same could be said about the main hero of the "Song of Roland", whose exemplary behavior was supposed to inspire medieval knights. However, this lack of interest in an individual's actual biography changes in the early thirteenth century. In my study, I focus on two primary sources, Geoffrey of Villehardouin's "Conquest of Constantinople" and the anonymous "Story of William Marshal," which in my opinion exemplify a new type of history-writing. While not entirely shunning epic or quasi epic topoi, the authors of these two texts attempted to move away from the model of the typical epic hero—sublime yet hyperbolic. Both texts provide precise chronological indications in order to anchor the narrative more solidly within a historical—rather than epic—timeline. The type of knight that they describe is also different: still brave yet more complex, less scripted and therefore more “realistic.” Thus, I argue that in the thirteenth century, French history-writing seems increasingly interested in the exploits of actual historical figures (rather than legendary heroes), which represents a paradigmatic shift in medieval historiography. <i>Literary Humanities</i> How to Get Rid of a Troublemaker and Save Face: Disputes and Imperial Policy in Tenth-Century Verona Dr. Luigi Andrea Berto, Western Michigan University, United States The purpose of this paper is to present a case study examining how religious reform, local and imperial power were intimately intertwined in tenth-century Verona (Italy), and the way a sophisticated use of justice could be employed to solve a dispute that could have dangerous consequences for the entire German Empire. When the Belgian churchman Ratherius (c. 890-974) became bishop of Verona, his goal was to assume control of all the prerogatives due to him as prelate of that city. Ratherius decided to overcome his adversaries by organizing a drastic reform of the Veronese Church, which was heavily secularized. He thus justified his intervention as pitting correct enforcement of the laws against the “bad” customs of his opponents. Since the tones and methods of his reform were more strident and more drastic than those Emperor Otto, who ruled over Germany and Northern Italy, had approved, the sovereign did not side with him. However, the German sovereign could not remove easily a bishop who had not done anything illegal. His solution was to convince Ratherius to give up to his office by means of a skilfully orchestrated trial in which the troubling churchman was exposed, although in a minor case, as a law breaker. Peace and internal order were thus restored in Verona and Otto was able to get rid of a “troublemaker” without compromising his image of being a just sovereign. <i>Critical Cultural Studies</i> Machine Learning in the Middle Ages: Textual Machinae and Manuscript as Media Jacob A. Malone, PhD Student, Comparative Literature, University of California, Berkeley, Berkeley, United States Scholar of medieval studies Mary Carruthers notes that medieval thinkers and artists used cognitive machines (machinae) as a ubiquitous part of rhetorical training in order to organize information according to mnemotechnical designs. These appear in the form of text or the visual arts. Users deployed such devices, e.g. small-scale ladders or trees or entire architectural plans, toward inventive mental functions that systematize knowledge and memory, for meditational exercises conceived of as spatial progressions, and for conducting artistic experimentation resulting in the creative production of new systems of information. As machines for invention, textual machinae allowed for the reinvention of genres derived from oral traditions which become reconfigured genres in literate, learned contexts. By conceiving of the medieval manuscript as thus a medium for (in the sense of Viktor Shklovsky) these artistic devices, for the medieval reader the role of machines provides a means to generate new spatial information environments, whereupon rereading constitutes a reactivation of knowledge that can be imaginatively (re)constructed in a theoretically endless manner. In Old Norse literature, scribes utilize machinae in the context of ars poetica intended to inspire innovation in new poetic genres. Here the devices install semiotic frameworks which illuminate the hermeneutic functions of textual structures corresponding to cognitive modes of reading. Such reconfigurations foreground that the production of new vernacular literary corpuses form a dialogue with prestige languages in an ongoing process of inventive adaptations and new constellations that produce novel rearrangements of historical knowledge and semiotic systems. <i>Literary Humanities</i>



Thursday, 4 July	
13:15-14:55	PARALLEL SESSIONS
Room A12	Images of Ourselves Neither Deformed Nor Erotic Objects: For a Critical Analysis of Media's Dominant Discourses on Tuberous Breasts Verushka Lieutenant Duval, Part-time Professor, Art History, Université du Québec à Montréal, Montreal, Canada My paper addresses the invisibility in the media space of women with tuberous breasts and the strategies to bring out their views. "Tuberous breasts" refers to a congenital malformation affecting the shape of the breasts. Although without danger for physical health, their diagnosis has significant psychological repercussions (lower self-esteem, shame, difficulties in dating, withdrawal), which causes patients to keep their condition secret and to isolate themselves. A review of the literature and media content on tuberous breasts highlights an important issue regarding two opposing attitudes working in a complementary way in the process of stigmatizing women with such breasts. The scientific researches generated by the humanities, the social sciences, and visual and literary cultures and their theoretical analysis avoid the question of tuberous breasts, whereas these women are reduced to their overrepresented breasts from two dominant discourses: that conveyed by the literature on plastic surgery and that of commercial pornography, who pathologize, objectify, or oversexualize those women. The views of women with tuberous breasts are for their part erased. I will therefore question the role of the media in constructing the social representations of women with tuberous breasts and in resistance to this construction. My work aims to make the tuberous breasts visible, to make known and to legitimize the issues faced by women with tuberous breasts. I want to question, redefine and expand the normative models conveyed by the media that determine what "normal" and "desirable" bodies are in order to help build new discourses about tuberous breasts. <i>Communications and Linguistic Studies</i> The Body as a Work of Art: Beautiful Affliction Cherie Acosta, Lamar University, United States Collaborative artists expose hidden beauty in the theatrical image found in suffering and disease through costume design, choreography, and music. Illness is revealed at the cellular level utilizing photographs from Hidden Beauty: Exploring the Aesthetics of Medical Science by Norman Baker and Christine A. Iacobuzio-Donahue. Focusing on the Greek ideal of beauty, gowns are constructed utilizing digital photos of diseases such as lymphoma and meningioma. This work examines the role of the tragic image in the performing arts and the merging of Art and Science. The author evaluates the role of the image and disease in molecular disease. <i>Literary Humanities</i> Humanities Techno-science Economics is a Gendered Colonial Binary Jose Ortega, Whittier College, United States Michelle Switzer, Whittier College, United States This paper offers an interdisciplinary gendered analysis of the colonial racialization assumed in the framing of rationalisms of science-technology and economics-commerce of our era as against the humanities themselves. We center our discussion on interdisciplinary epistemologies fit to reflect the value of ethno-racial diversity in globalism, that is, interdisciplinary epistemologies which render visible and valuable what would otherwise continue to be rendered invisible by the hegemony of coded paradigms of dominance. The opposition of the humanities to a techno-science economy, we argue, is rooted in the assumptions that Europe creates knowledge centered in the West. Once divided, these are coded as feminine periphery and masculinist center. Where the Humanities is set "as against," the subordinate in a gendered hierarchy or the periphery in a spatial metaphor, this again assumes 'epistemic closure' of "the West" as if it is the center. We show that it is colonialism which divides the persons producing knowledge from their knowledge which is consequently "made into," treated as if, a "product" of the colonial system unrelated to the social systems embedded in which they create it. Colonialism removes "the human," treating knowledge as an isolated entity separable from its development and cultivation, from the human economy. Appropriate interdisciplinary epistemologies reveal and valorize human economies as against colonialism's transactional economy. <i>Critical Cultural Studies</i>

Thursday, 4 July	
13:15-14:55	PARALLEL SESSIONS
Room A13	New Horizons What Self-Driving Cars Do (and Don't) Tell Us About Morality Richard Dean, Professor, Philosophy, California State University Los Angeles, Los Angeles, United States Self-driving cars will need to be programmed to react to emergency situations, sometimes involving potential loss of life. This will require human programming decisions about which human (and animal) lives should be given priority in such situations (the passengers? a child's? the largest number that can be saved?). This has sometimes been presented in the media as requiring programmers to make decisions about some traditional moral questions, such as the legitimacy of utilitarianism, doing harm versus allowing harm, the dignity of humanity, and the like. In this paper, I explore the idea that programming for self-driving cars is unlikely to provide new answers about the content of traditional moral theory. Nevertheless, it may provide insight into more meta-level questions, about what counts as a moral principle, what constitutes a moral agent, and what the role of principles is in moral thinking. 2019 Special Focus - The World 4.0: Convergence of Knowledges and Machines Making Corporate Boards More Humane Through Artificial Intelligence Michael Siebecker, University of Denver, United States What role should artificial intelligence ("AI") technologies play in corporate boardrooms? The question seems especially pressing considering the increasing prevalence of AI throughout a variety of industries in a host of key functions. It should come as little surprise, however, that with the advent of a powerful new technology, important concerns arise regarding the limits on its use and the ends to which it should be directed. Ethicists warn about AI's lack of moral sensitivity, empathy, and appreciation for human rights. Most certainly, many ethical questions exist, but if AI remains inevitable, the task of identifying the proper parameters within which to use AI remains of utmost importance. This study examines some knotty philosophical and practical questions surrounding AI. In particular, it explores how the law and philosophy of the most basic fiduciary duties of trust (that directors owe to the corporation and its shareholders) might guide the use of AI on corporate boards. To that end, the paper investigates how the proper use of AI might: (1) enhance the quality of corporate discourse among the corporation and its constituencies; (2) validate a consideration of morality in business decisions, giving fresh hope to sustaining the burgeoning market for corporate social responsibility; and (3) require corporate directors to embrace a more pluralistic and inclusive approach to corporate decision making. The study concludes that although AI might not supplant human beings on corporate boards, AI technologies could very well help make decisions by corporate managers more humane. 2019 Special Focus - The World 4.0: Convergence of Knowledges and Machines Thoughts on Expanding and Deepening the Study of Traffic Culture Wei Gong, Chongqing Jiaotong University, China As a cross-disciplinary research field, traffic culture research has formed six research fields: relatively stable traffic material culture, traffic system culture, traffic spiritual culture, traffic history culture, traffic landscape culture, and traffic tourism culture. On the basis of the original "three-level" and "four-level" theory of traffic culture research, the six research models are further expanded and clarified. Domains are conducive to further expanding and deepening the research of traffic culture, integrating and strengthening the research force and enhancing academic influence. Critical Cultural Studies Rethinking Reality in the Age of Artificial Intelligence: Taking the Film Dragonfly Eyes as Example Ru Yang, PhD Candidate, Department of Cultural and Religious Studies, The Chinese University of Hong Kong, Hong Kong Dragonfly Eyes (2016) is a film directed by Chinese contemporary artist Xu Bing. Different from normal procedure of film production, all images in this film are shot automatically by Closed Circuit Television (CCTV). The computer records and selects specific episodes it needs, and then combines them into a whole story. So, it challenges human's roles in creative production. This paper takes Dragonfly Eyes as example to explore the problems human faced in the Artificial Intelligence (AI) age. When CCTV image is more real than the reality, which one is closer to the truth. Even though film could be produced automatically by high technology and big data, the meaning behind the image is removed. The body is caught in sensory pleasure but lose the chance of rational thinking. Many philosophies criticise this "post-real" world. That is why we should emphasise the value of humanity in World 4.0. 2019 Special Focus - The World 4.0: Convergence of Knowledges and Machines



Thursday, 4 July	
13:15-14:55	PARALLEL SESSIONS
Room A14	Culture Shifts Black Eurocentric Saviors: A Study of the Relationship Between Colonization and Utilitarianism in Charles Chesnutt's Marrow of Tradition and Dave's Neckliss, William Shakespeare's The Tempest and Aphra Behn's Oroonoko Keir Singleton, Instructor, English, Clark Atlanta University, Atlanta, United States Prominent literary works from 16th to 20th century, such as Charles Chesnutt's <i>Marrow of Tradition</i> and Dave's Neckliss, William Shakespeare's <i>The Tempest</i> and Aphra Behn's <i>Oroonoko</i>, vividly expose the psychological and cultural demise of colonized people of African descent. These works give voice to spiritual leaders, ancestors, and subjugated individuals who strive to prevail over, yet often succumb to, adverse circumstances that Eurocentric society attempts to impose on oppressed communities. Through the application of philosopher Frantz Fanon's ideologies on colonization, oppression, and liberation, the theory that psychological domination colonizers impose on the colonized cultivates the desire of these oppressed individuals to become Black Eurocentric Saviors. The Black Eurocentric Savior strives to appease the colonizer by any means necessary, such as worshipping eurocentricity, demeaning other persons of African descent, or willing to kill himself or other people of African descent for prosperity within European societies. Chesnutt, Shakespeare, and Behn convey that subjugated people consciously and unconsciously exhibit defeat as they attempt to live by cultural traditions that continue to resound in colonized environments; oppressed individuals struggle to nurture mythical origins and pride that their ancestors instilled in them. When they are able to conjure the ancestors, as done in African traditions, often they do so for the betterment of Eurocentric society. Through synthesization of Fanon's theories on colonization with Chesnutt, Shakespeare, and Behn's literary works, an inferential comprehension that Eurocentric praise and inferiority complexes of the past continue to resound in actions of subjugated individuals in present day literary and visual works. <i>Literary Humanities</i> A Call for the "Impossible" Dialogue Between Karl Marx and Adam Smith Rafael Narvaez, Assistant Professor, Sociology, Winona State, Winona, MN, United States As an economist and as a historian, Karl Marx made egregious mistakes. Yet, as a philosopher of consciousness, indeed, as a social psychologist, he provided a perspective that is of central importance today. In this paper, I show that this aspect of his work can help us see key socio-psychological features inherent to the emerging forms of postindustrial capitalism. All liberals, from Adam Smith to Mario Vargas Llosa, have maintained that capitalism can fulfill a humanistic and humanizing role. This is a plausible argument that we ought to deliberately consider, rather than dogmatically reject or accept. I argue that capitalism can fulfill such a role – but only to the extent to which necessary socio-psychological conditions exist, including, in particular, reflective capacities in the population. Capacities that, in an era when the term post-truth has made it into the Oxford English Dictionary, are threatened by developments in the socioeconomic system itself. If these collective abilities and habits of thought cannot fulfill their required social role, "digital capitalism" could become the system that Marx warned us about: a dehumanizing underworld and a threat to the life-system itself. As a corollary of this argument, I finally suggest that the "impossible" dialogue between these historically opposed perspectives, economic liberalism and Marxism, is possible and would indeed be one the most profitable exchanges within the social and human sciences today. <i>Critical Cultural Studies</i> Irrigation, Environmental Change, and the Romance of Mechanization: Women's Writings of Sagebrush Settlement, 1870-1930 Laura Woodworth Ney, Provost and Executive Vice President, Academic Affairs and History, Idaho State University, Pocatello, United States This paper uses the literary and biographical writings of women settlers, illustrations, photographs, and newspaper articles to uncover the social, cultural and environmental transitions experienced in the western United States during the irrigation movement of 1877-1930. The irrigation movement generated social and cultural upheaval in response to significant environmental change, and as such is of particular significance for our own time of climate transformation. In the late nineteenth century the Irrigation Movement billed the mechanization of water usage for crops as a romantic effort to populate the arid Western United States and Canada, and to bring not only water but families to the dry plains. Federal legislation and railroad boosterism fueled the settlement expansion of the arid West. As settlers decided to venture onto newly opened irrigated lands in Idaho, Wyoming, Montana, and Washington, the perceptions of irrigation and the landscape altered. Some families and family members starved to death during cold winters, failed dam build attempts, and the construction of ditch systems that refused to deliver water. Middle-class, white women pioneers initially used their writing to create a western culture that did not include diversity, Chinese labor, Native Americans, slavery, or prostitution. Their writings "whitewashed" the West, but they also revealed a growing ambivalence about the role of human interference with the environment, irrigation's impact on the landscape, and the impact of mechanized agriculture on community. <i>Literary Humanities</i>

Thursday, 4 July	
13:15-14:55	PARALLEL SESSIONS
Room A15	Sociedad digital Whatsapp Talk: Relaciones entre cuerpo y lenguaje en el capitalismo cognitivo Beatriz Regueria Pons, Becaria predoctoral, Investigadora en formación en IMARTE, Universidad de Barcelona, Barcelona, España "Whatsapp Talk. Relaciones entre cuerpo y lenguaje en el capitalismo cognitivo", es una "charla-performance" que tuvo su primera puesta en acción en el "Seminario Arte Contemporáneo y Humanidades Digitales. Territorios del arte: Trazas digitales e Impresiones de Artista", organizado por el Grupo de Investigación IMARTE, en la Facultad de Bellas Artes de la UB. Consiste en recopilar el teléfono móvil de los asistentes al evento, para poder hacer un grupo de "whatsapp" y comenzar a vivir, en tiempo real, los efectos onto-epistémicos que ocasiona una de las tecnologías más utilizadas en la cotidianidad de nuestras sociedades tecno-capitalistas. Efectos que abarcan desde la postura corporal, el bioritmo acelerado, la propensión a la reactividad, la falta de atención, la imposibilidad de profundizar, la limitación semiótica de los emoticonos, la supremacía del mundo de la representación —por encima del "conocimiento encarnado"—, hasta la ilusión de una hiperconectividad global que, en su cara menos amable, acaba atrapando nuestros cuerpos a nuestra fiel compañera, la pantalla del móvil, tamizando el aislamiento social cada vez más pronunciado. Todas estas cuestiones son a la vez experimentadas, a través del medio y contenido del evento, en una relación de simultaneidad. <i>Tema destacado 2019 - El Mundo 4.0: Convergencias de máquinas y conocimientos</i> Realidades en tránsito, nuevos mecanismos de comunicación en zonas inseguras: Proceso de gestión local, acceso y derecho a la información Daniar Chávez Jiménez, Investigador, Universidad Nacional Autónoma de México, Ciudad de México, México Rubén Darío Ramírez Sánchez, Universidad Nacional Autónoma de México, Ciudad de México, México Dentro de los estudios regionales en América Latina, particularmente en el caso de México, el análisis social resulta cada vez más complejo debido al deterioro de las estructuras de organización social y a los basamentos que le daban cohesión a las comunidades. Esas articulaciones que conectaban al habitante con su lugar, que al quebrantarse han hecho incontables los flujos de personas y mercancías dentro de los territorios. Estos cambios y permanencias regionales nos obligan a revalorizar la relación de la investigación con los sujetos que participan en estos procesos, a sortear los riesgos derivados de la inseguridad regional que generan los poderes ligados a la violencia. Lo anterior nos pone frente al desafío de abrir nuevos caminos de comunicación que nos permitan abordar realidades cambiantes y nuevos sujetos locales. La ponencia se propone hacer una reflexión sobre el papel de la comunicación y la vinculación comunitaria que establecen los procesos de investigación con los distintos actores sociales de las regiones. Indagamos en las funciones que los medios de información masiva han cumplido en nuestras sociedades modernas bajo los modelos de la tradición liberal y su impacto en modelos de emisión unidimensionales que han sido monopolizados por el estado o por el mercado. Se indaga en las perspectivas que la gestión local, bajo la premisa del acceso y el derecho a la información, han construido para fortalecer redes de comunicación y colaboración comunitaria que rompen con la verticalidad en la producción y gestión de la información. <i>Estudios de comunicación y lingüística</i> Reconocimiento de la identidad cultural colombiana en la publicidad: El caso Cerveza Águila y Refresco Colombiana Diego Fernando Guzmán Amaya, Doctorando, Universidad Complutense de Madrid, Madrid, España ¿De qué manera los aspectos culturales en Colombia, se ven reflejados en la publicidad? ¿Cómo evidenciar que la publicidad colombiana en la actualidad enriquece su discurso con aspectos propios de la identidad cultural colombiana? ¿Cuáles son las marcas colombianas que hacen mayor uso de la identidad cultural en su publicidad? Estas son las preguntas-fuerza que impulsan el planteamiento de la presente investigación, teniendo como punto de partida que, en la actualidad, la comunicación publicitaria en Colombia permite dar cuenta de mensajes publicitarios que dentro de su retórica utiliza aspectos propios de la cultura colombiana. Es así como esta investigación pretende, desde la publicidad colombiana, analizar, evidenciar, caracterizar y exponer los aportes de la identidad cultural en la publicidad de las marcas Cerveza Águila y Refresco Colombiana. Los aportes teóricos del estado de la cuestión se delimitan desde descriptores como la comunicación, la publicidad, la identidad cultural y la retórica. De esta manera se establecerán los conceptos clave que permitan desarrollar la investigación. En relación a la metodología empleada, se trabaja desde un enfoque hermenéutico mediante el análisis de contenido, permitiendo dar cuenta, a modo de conclusiones preliminares, de los aportes y el reconocimiento de la identidad cultural colombiana evidenciados en las tipologías textuales, del uso y la aplicación de los elementos gráficos, fotográficos y conceptuales en la construcción de los anuncios publicitarios de las marcas ya mencionadas. <i>Estudios culturales críticos</i> Humanidades e interculturalidad: Del humanismo a lo humanitario Pamela Flores, Director of the Masters of Communication, Universidad del Norte, Barranquilla, Colombia La propuesta parte de una reflexión sobre la definición clásica de Humanismo —en la cual se concibe al ser humano desde una perspectiva universal y racional— para abordar el carácter humanitario que deben poseer las humanidades hoy; al integrar saberes y conocimientos provenientes de otras tradiciones. Como afirma Sousa Santos, ni la pregunta por la universalidad, ni la pregunta por el relativismo, construyen caminos que conduzcan al diálogo. Las humanidades, hoy, deben tener una perspectiva intercultural, de modo que fomenten que cada sujeto construya caminos hacia la alteridad; en lugar de encerrarse en su propio universo cultural, al asumir que es el único posible. Este diálogo supone una simetría epistemológica como presupuesto de una simetría política. De ahí que estas humanidades humanitarias apunten a la construcción de ciudadanías incluyentes que superen los conflictos propios de una ciudadanía multicultural, en la cual el otro se define como minoría. En sus diferentes momentos o etapas, las humanidades siempre han planteado utopías. La utopía intercultural es, como afirma Fornet-Betancourt, “un proceso por hacer”. La conjunción de las humanidades y de las ciencias sociales, fundamentada en una perspectiva intercultural, puede construir una visión de lo humano que proponga ciudadanías que se desliguen de los determinismos culturales impuestos y valoren la construcción de un destino común. En este sentido, las humanidades podrían llevar a respetar lo que en cada cultura fomenta la paz, la equidad, la sostenibilidad, para que la diversidad se asuma como riqueza y no como permanente fuente de conflicto. <i>Estudios cívicos, políticos y comunitarios</i>



Thursday, 4 July	
13:15-14:55	PARALLEL SESSIONS
Room A16	Investigación sobre idiomas Actividades basadas en creatividad como herramienta de desarrollo de fantasía y originalidad en los alumnos de inglés como lengua extranjera Tatjana Portnova, Centro ruso, Universidad de Granada, Granada, España Se presentan los resultados de un proyecto de intervención realizado en la provincia de Granada (España). El objetivo del proyecto fue analizar el impacto de la creatividad narrativa sobre la expresión escrita en inglés como lengua extranjera. Para realizar el proyecto de intervención se escogieron 6 grupos de alumnos del 3 E.S.O. de 2 institutos de la provincia de Granada, uno público y otro concertado. Los participantes del proyecto se dividieron en grupos experimentales y de control. El diseño del proyecto fue cuasi experimental inter-grupos, con grupos de control no equivalentes. El muestreo fue a conveniencia. El proyecto de intervención fue realizado en todos los grupos durante 12 semanas. Para medir los aspectos de la expresión escrita en inglés del alumnado integrante del proyecto, se creó un instrumento de análisis de textos escritos que permite medir la fluidez, madurez, fantasía, corrección, originalidad y cohesión/coherencia del texto. Las pruebas estadísticas aplicadas demuestran que los alumnos de los grupos experimentales que han recibido los talleres de creatividad en inglés han revelado una mejora estadísticamente significativa en las variables de originalidad y uso de elementos fantásticos. <i>Humanidades literarias</i> Niveles de motivación en el aprendizaje de ELE: Percepciones del docente y discente María Sáez Gómez, Estudiante, Universidad de Granada, Granada, España El objetivo principal de este trabajo es estudiar cómo afectan los niveles de motivación de los alumnos en el aula de Español como Lengua Extranjera (ELE). Este proyecto aborda las percepciones de docentes y discentes con respecto a las estrategias de motivación que favorecen el aprendizaje de ELE. Para ello se distribuye un cuestionario en ambas poblaciones en el Centro de Lenguas Modernas de la Universidad de Granada. Dicho cuestionario se distribuye tanto en cursos de lenguas instrumental como en cursos de lengua basada en contenidos con el fin de establecer posteriormente posibles correlaciones y análisis de diferencias entre ambas poblaciones y ambos contextos. <i>Educación en humanidades</i> Pedagogía interdisciplinaria en tiempos complejos: La experiencia costarricense Miguel Baraona, UNA-Costa Rica, Heredia, Costa Rica Roberto Rojas Benavides, Decano, Centro de Estudios Generales, Heredia, Costa Rica Durante casi tres años (2015-2018, en el Centro de Estudios Generales de la Universidad Nacional de Costa Rica (UNA, en conjunto con un grupo de Colegios Humanísticos Costarricenses, se ha venido desarrollando un experimento educativo revolucionario con el fin de crear una pedagogía interdisciplinaria e implementarla de forma práctica, sencilla y efectiva. Para ello se ha elaborado un Algoritmo Pedagógico Interdisciplinario, que presentamos en este trabajo y también exponemos una breve historia del proceso así como de sus diversos avatares institucionales y educativos. Este algoritmo está éticamente fundado en un paradigma transdisciplinario de índole filosófica, científica social, al que hemos llamado Nuevo Humanismo. De manera muy sucinta, este soporte ético-filosófico-cognoscitivo y científico será también abordado en la ponencia y explicaremos cómo exactamente se asocia de manera estrecha e indisoluble con el proyecto pedagógico interdisciplinario. <i>Educación en humanidades</i>
14:55-15:15	Coffee Break/Pausa para el café
15:15-16:00	PARALLEL SESSIONS

The Journey of Subjugation to Liberation: A Study of Selected Novels of Taslima Nasrin and Qaisra Shahraz

Shalini Sihe, Assistant Professor, English, Jaipur National University, Jaipur, India

The conventional perception of gender roles in a socio-cultural setup cast men as rational, strong, protective, and decisive beings thereby casting women as emotional, irrational, weak, nurturing, and submissive. Therefore, women are expected to fit themselves in this frame, where in every sense they are inferior to men and lose their personal identity. Thus, women remain as mere object or property to men. Taslima Nasrin as well as Qaisra Shahraz on account of their personal experience with the deteriorating status of women in Bangladesh and Pakistan respectively, contribute considerably to the feminist thought. In most of their writings, Nasrin and Shahraz give evidence of their feminist leanings as both of them delineates situations pertaining to subjugation and marginalization of women by men who have patriarchal mind set. The female characters in their books are all compelled to behave as per the patriarchal norms, wherein the writers aim at highlighting the situations of the women who are eager to break-through the cage of patriarchy. Taslima Nasrin and Qaisra Shahraz exemplify the women who breaches the patriarchal code, and are thus maltreated. Nasrin and Shahraz deal with several feminist issues explored in this study. In fact, Nasrin demonstrates the ways how patriarchal mind set challenges individuality and self-respect of women. Both of the female diasporic writers state that whatever they have written is for the oppressed women of Pakistan and Bangladesh.

Critical Cultural Studies

The Pilot Interface Research between Second Language Acquisition and Language Testing: Chinese Second Language Learners' Acquisition of Classifiers

Jiahuan Zhang, Honours Student, School of Literatures, Languages and Linguistics, The Australian National University, Canberra, Australia

This pilot research investigates an interface area between second language acquisition (SLA) and language testing (LT) in the context of Chinese second language (L2) learners' acquisition of classifiers. It conducted a test concerning the acquisition of Chinese classifiers, comprised of a composition task and a gap-filling task. Data was collected from three English native speakers via the designed sequential elicitation tasks, among which, dynamic assessment was adopted as the testing method. Findings illustrate that: 1) from a SLA stance, noticing outperforms accuracy within each individual's task; 2) from a LT perspective, the gap-filling task elicits higher classifier usage compared to the composition task. This study uncovers the issues of learning classifiers, namely, difficulty in memorisation and individual differences that affect acquisition. On the other hand, it was observed that different elicitations influence testing results and interpretations, which called for the consideration of the sequencing of elicitations in the tasks. Equally significant, a discussion of the SLA-LT interface reveals a limitation in the current testing design, as age influences the validity of the test. Therefore, establishing test validity requires either varying age groups of participants or asking for a L1 composition from the test-takers based on the same elicitation.

Communications and Linguistic Studies

My Other Half, My Better Half: Friedrich Nietzsche, Rainer Maria Rilke, and Lou Andreas Salome's Theory of Love

Paul Kauffman, Visiting Scholar, Classics, Australian National University, Canberra, ACT, Australia

Do Lou Andreas Salome's life and writings including her poetry enlighten and inform a theory of modern female-male relations, a theory of 'love'? Lou did not have children, similar to 20% to 25% of tertiary educated first world women today. I consider Lou's work in its theoretical context and conclude that Lou made enduring contributions to poetry and the psychoanalysis of love. Like Sigmund Freud she considered that childhood shapes later relationships. Anticipating Carl Jung, she saw sexual love as a 'twofold alternation between masculinity and femininity.' Anticipating Carl Goldberg, intimate couples are 'committed together to a goal outside themselves.' Thwarted in their love for this 'angel', Friedrich Nietzsche wrote Also Sprach Zarathustra and Rainer Maria Rilke wrote Duono Elegein. With her own striking intellectual achievements, in what had been male only domains, and enjoying a series of 'equal' relationships with intelligent men, she resembles some contemporary university educated women. She lived in the nineteenth and early twentieth century; she was also a woman for the twenty-first century.

Literary Humanities

Artificial Intelligence and the Arts: The possibilities of IBM Artificial Intelligence Platform for Asian Canadian Artists

Kay Li, York University, Toronto, Canada

This virtual poster explores the artificial intelligence (AI) options available for artists and arts organizations. In particular, I explore how the IBM Artificial Intelligence platforms can help artists, especially Asian Canadian artists, and arts organizations in the performing and visual arts to create and promote their arts, to increase their patronage and audience, and to enable them to help the general public to understand their art works. We have been awarded a Canada Council for the Arts Digital Strategy grant by the Government of Canada for a project in partnership with IBM Canada. Our first task is to explore what kinds of digital options are available for artists and arts organizations. This virtual poster examines how artificial intelligence platforms have helped artists to create new works, to arrive at new ways of presentations, and new means to connect to their potential audience. How does AI revolutionize the relationship between the artists and the machine, and can the machine act as an intermediary between the artists and their spectators and audience? I show how AI can create new visual artworks by combining and transforming existing images; how AI can make possible customized direct interaction between the artwork and the spectator; how artists can turn data into fascinating new art works; and how IBM cognitive platform inspired artists to create original works in various arts disciplines. I also consider how IBM platforms can act as art museum guides, and attract new patrons to arts festivals.

2019 Special Focus - The World 4.0: Convergence of Knowledge and Machines

15:15-16:00

PARALLEL SESSIONS

Hall
Continued

Prophetic Voices Now: Outside Plato's Cave

Richard Murphy, Guest Lecturer, Liberal Arts, Massachusetts College of Art and Design, United States

This virtual poster argues why the prophetic voice in fiction and poetry writers is so important now while we are outside Plato's Cave experiencing what Zizek calls the "edifice of the logical interconnection of all possible illusion:" We get to try again, to "fail better." Given that our global and national cultures are interregnum at this time and that we are at the threshold of such phenomena as the-internet-of-all-things and transhumans (or what Harari calls Homo Deus), the poster explains why giving voice to alternative myths may help redirect the current direction so that humans value their being, their becoming, lives as Nietzsche's acrobats. The poster refers to Harari, Zizek, Sloterdijk, Heidegger, and perhaps others in its argument.

Literary Humanities

Language Teaching and Learning for a Better Society

Karla Del Carpio Ovando, Professor, Department of Hispanic Studies, University of Northern Colorado, Greeley, CO, United States

"Language is a uniquely human gift, central to our experience of being human. Appreciating its role in constructing our mental lives brings us one step closer to understanding the very nature of humanity" (Boroditsky, 2009, para. 1); humanity that has been negatively affected by multiple problems resulting in a divisive world. Therefore, now more than ever, it is fundamental to use the teaching and learning process as a great opportunity to bring the community together to find ways to embrace and promote cultural and linguistic diversity through inclusive education where each student feels respected and valued. Students, teachers, and community members need to come together to explore different strategies that empower our community to engage socio-political and educational issues with a caring critical perspective that help in the construction of a more inclusive, peaceful and harmonious classroom, school, society and world. For this reason, ideas to achieve this goal through language teaching and learning are provided in this presentation.

Humanities Education

Do I Really Trust This Person? How Social Media Influencers Change Our Perceptions of Brands

Samara Anarbaeva, Assistant Professor, Journalism and Public Relations, California State University, Chico, Chico, United States

Prior research has shown that influencer marketing is an integral part of the public relations and marketing strategy for return on investment (ROI) of most firms (Ferguson 2008). Social Media Influencers (SMI) build relationships and trust with their audiences over time (Freburg, Graham, McGaughey, & Freburg 2011). Marketing research has found that dispositional attributions consumers make about how much an endorser likes, uses, and truly values the endorsed product are essential to understanding endorser influence (Kapitan & Silvera 2016). Building on this research, we propose that influencer fit (Veiman, Cauberghe & Hudders 2017), transparency (Evans, Phua, Lim & Jun 2017), and evidence of relationship over time will lead to greater consumer brand trust and intent to purchase. The authors compare three international key influencers on YouTube and Instagram and test the influencer's authenticity, audience trust, and consumer intent to purchase. Additionally, we created an experiment where we manipulate influencer fit, transparency, and evidence of relationship over time for eight fake influencers to isolate the effects of each of the variables on brand liking, brand trust, purchase intentions, intent to visit brand's website, and intent to follow brand on social media.

2019 Special Focus - The World 4.0: Convergence of Knowledge and Machines

Language Hybridization and Environmental Friendliness of Cross-Cultural Communication

Elena Kovalevich, Associate Professor, PhD, Foreign Languages and Methods of Teaching, Armavir State Pedagogical University, Armavir, Krasnodar Region, Russian Federation

Irina V. Tomasheva, Associate Professor, PhD, Foreign Languages and Methods of Teaching, Armavir State Pedagogical University, Armavir, Krasnodar Region, Russian Federation

This research considers features of cross-cultural communication in the system of intensive language contacts, on the one hand, and on the other – the need of control over the language situation as cross-cultural contacts often reflect emotionally intense reality, destructive for national culture and language and also for health and mentality of the individual. The objective consists in systematization of requirements imposed by the globalized society on ethics, aesthetics, and emotive components of cross-cultural communication under conditions of language hybridization of modern Russian-speaking society. Problems connected with establishing the criteria differentiating eco-friendly and eco-unfriendly communication; identifying the specifics of the eco-unfriendly communication containing language hybrids; justifying the negative impact of language hybridization on ethics and esthetics of cross-cultural communication are considered, taking into account the category of emotivity. This study makes a contribution to the development of key problems of modern linguistics connected with exploration of basics in the theory of language personality, ecology of language, and emotive linguistics. The results can be used by specialists in the fields of sociolinguistics, cross-cultural communication, and for national language policy.

Communications and Linguistic Studies

Methodological Analysis of Japanese Video Game Localisation

Alicia Casado Valenzuela, University of Granada, Almería, Spain

This study firstly provides some context as to what game localisation is and the relationship thereof with the Japanese language. After that, a methodological proposal for analysing the localisation of Japanese video games is stated. The main points of this method are as follows: Data collection is based both on written transcription as well as on audiovisual material such as photographs and video. Data is analysed using quantitative and qualitative data analysis software (MAXQDA). -Different categories of tags are established for dividing and analysing the data. More concretely, the method involves several elements when analysing Japanese video game localisation: How the keigo Japanese system of politeness was localised; How the Japanese personal pronouns were localised; How the Japanese feminine language was localised; How the phatic expressions known as aizuchi were localised; How any instances of onomatopoeia were localised; How Japanese culture was localised, considering the cultural referents of Santamaria taxonomy (2001); How humour was localised; The analysis of the presence or absence of technical problems; The analysis of the translation strategies used throughout the video game (domestication, foreignisation or transcreation) from a general perspective to determine which are more frequent and the implications; The analysis of translational and linguistic issues: borrowings, syntactic calques, syntax, double meanings; The analysis of translation errors according to those proposed by Delisle (1993): incorrect meanings, contradictions, nonsense errors, additions, omissions, hypertranslation, over-translation and under-translation. This method was tested in a doctoral dissertation using two Japanese video games leading to interesting results.

2019 Special Focus - The World 4.0: Convergence of Knowledge and Machines

Ponencias virtuales breves (en español)

Una investigación mixta sobre la formación continua del profesorado en educación emprendedora en las etapas de Educación Obligatoria

Antonio Ramón Cárdenas Gutiérrez, Profesor Ayudante Doctor, Universidad de Sevilla, Sevilla, España

Elisabet Montoro Fernández, Doctorando, Universidad de Sevilla, Sevilla, España

En España, la investigación sobre educación emprendedora se ha centrado en el nivel universitario y en la evaluación de resultados; soslayando las etapas de educación primaria y secundaria. Las investigaciones sobre educación emprendedora en estas etapas han sido muy escasas; aunque hay estudios que definen con claridad que la formación del profesorado es un aspecto clave para el desarrollo, en las etapas de Educación Obligatoria, de la educación emprendedora. La formación del profesorado en educación emprendedora es un ámbito que apenas ha sido estudiado en España. Con este propósito, nos planteamos una investigación con metodología mixta, cuyo objetivo es conocer cómo es la formación del profesorado que implanta programas de educación emprendedora en las etapas de Educación Primaria y Educación Secundaria, en el contexto español. La secuencia metodológica ha sido cuantitativa y cualitativa. Las técnicas de investigación han sido rúbricas de evaluación de formación emprendedora y entrevistas en profundidad. La muestra está formada por treinta profesores de seis comunidades autónomas que han implementado programas de educación emprendedora durante dos cursos académicos seguidos. El análisis de los datos se ha realizado mediante un análisis porcentual de las respuestas en las rúbricas y un análisis semiótico y narrativo de las entrevistas. Los resultados nos describen, por un lado, las carencias de la formación continua recibida en aspectos teóricos, metodológicos y evaluativos y, por otro lado, la necesidad de generar una formación inicial adecuada en educación emprendedora para el profesorado.

Educación en humanidades

Literatura lesbiana latinoamericana: Una lectura "tortillera"

María Elena Olivera Córdova, Profesora, Universidad Nacional Autónoma de México, Ciudad de México, México

A partir de los años setenta, surgieron las temáticas "no heteronormativas" en la literatura latinoamericana. Esto ha supuesto una lucha por su visibilización y reconocimiento. Además, de manera reciente, se requieren propuestas para su análisis; de modo que dé cuenta de su especificidad en el mundo de lo literario y de lo social. El trabajo presenta algunos resultados de investigación, sobre literatura lesbiana, en países como Cuba y Argentina, y una propuesta de análisis a la que llamé lectura "tortillera".

Humanidades literarias

Prosumidores de contenidos literarios y el fenómeno "booktube": El ejemplo de "El Coleccionista de Mundos"

Aránzazu Sanz Tejeda, Contratado predoctoral, Universidad de Castilla la Mancha, Cuenca, España

El binomio "lector nuevo" y TIC está haciendo mella en la literatura infantil y juvenil —en adelante LIJ—, hasta tal punto que la tarea de mediación está sufriendo cambios importantes. Existen claras diferencias entre el destinatario de la LIJ y el de la literatura general, ya que, en esta última, la comunicación se produce entre iguales, mientras que, en las obras de LIJ, el lector todavía no tiene forjado su itinerario lector, y, en la mayoría de los casos, se precisa la figura de un mediador (Cerrillo y Sánchez, 2006). En el tránsito del siglo XX al XXI, este paradigma está cambiando notablemente, viéndose la función del mediador formado relegada, en pos de "influencers" nacidos en el seno de la sociedad digital —en la que tienen su principal punto de encuentro para acceder y difundir sus lecturas—; asistiendo así a un verdadero fenómeno de masas, como es el caso de los "booktubers". En la presente comunicación nos acercaremos a este fenómeno, y analizaremos en profundidad (a modo de ejemplo) el canal literario de Sebas G. Mouret: "El coleccionista de mundos".

Libros, edición y bibliotecas

Nuevas formas de comunicación comercial en la era del entertainment marketing

Alicia Martín García, Directora de Marketing, Grupo Safamotor, Málaga, España

Nos encontramos en la era del entertainment marketing, que surge como unión entre las necesidades de consumo y de entretenimiento.

Actualmente el consumidor se encuentra saturado de información comercial por vías convencionales y se ha vuelto más receptivo a las comunicaciones híbridas (mitad entretenimiento, mitad publicidad). Su experiencia comunicativa le permite diferenciar con facilidad los contenidos comerciales y la conclusión a la que están llegando los anunciantes es muy certera: los medios convencionales, por sí solos, no sirven para lograr una comunicación adecuada con su público objetivo. De ahí la reiterada insistencia de no pocos anunciantes por entretener a sus públicos con sus mensajes publicitarios. La comunicación comercial que triunfará en este siglo es aquella que tenga mucho de entretenimiento y poca publicidad, pues los consumidores tecnológicos están dejando de concebir la publicidad como algo plano y promocional.

Estudios de comunicación y lingüística

15:15-16:00

PARALLEL SESSIONS

Room C6
Continued**La noción de derechos fundamentales vitales y su garantía como condición necesaria para la paz: Sobre la influencia de la teoría política de Immanuel Kant en el constitucionalismo pacifista de Luigi Ferrajoli y la necesidad de su realización en Colombia**

Melba L. Calle, Docente, Universidad Nueva Granada, Cajicá, Cundinamarca, Colombia

Luigi Ferrajoli realizó una actualización de los postulados kantianos sobre la paz mediante su conexión con lo que él denomina "derechos fundamentales vitales". Según Ferrajoli, son vitales los derechos fundamentales cuya garantía es condición necesaria de la paz. Este nexo fue enunciado en la declaración universal de derechos humanos, adoptada por la asamblea general de la ONU de 1948, que comienza afirmando que el reconocimiento de la dignidad inherente a todos los miembros de la familia humana y de sus derechos constituye el fundamento de la libertad, de la justicia y de la paz en el mundo y que estos deben ser "protegidos por normas jurídicas, si se quiere evitar que el hombre sea impulsado a recurrir, como última instancia, a la rebelión contra la tiranía y la opresión". Este vínculo constitucional entre derechos humanos y paz apareció lúcidamente expresado por Kant así: "la idea de una constitución en consonancia con el derecho natural de los hombres, a saber, que quienes obedecen la ley deben ser simultáneamente colegisladores, se halla en la base de todas las formas políticas (...) esa idea no es una vana quimera, sino la norma eterna para cualquier constitución civil en general y el alejamiento de toda guerra". Aquí se propone que estas teorías sea específicamente analizadas en los estudios de teoría constitucional de los programas de derecho colombianos para contribuir desde la educación jurídica a la consolidación de la paz lograda con los acuerdos de La Habana.

*Estudios cívicos, políticos y comunitarios***La mujer en los "Ensayos" de Montaigne**

Beltán Jiménez Villar, Investigador FPU, Universidad de Granada, Granada, España

En las últimas décadas se ha señalado la necesidad de revisar el puesto de la mujer en la historia de la filosofía. Ahora bien, reparar la ausencia de autoras en el canon oficial de la disciplina no es la única tarea a la que nos exhorta este imperativo, sino que también es necesario acometer el estudio de la conceptualización de la mujer y de lo femenino que aparece en los textos clásicos, para así ofrecer una perspectiva interna y externa de esta exclusión. A este respecto, el estudio de la presencia de lo femenino en los "Ensayos" de Montaigne es especialmente relevante. En un texto que afirma retratar la condición humana en su máxima diversidad, y que incluso llega a defender la dignidad de los animales, la imagen de la mujer está teñida en casi su totalidad de rasgos peyorativos, ya que desde el punto de vista intelectual y emocional se representa como un ser inferior con respecto al hombre. El límite en la apertura intelectual que se auto-atribuyen los "Ensayos" lo representa lo femenino. Así, el objetivo de esta ponencia será explicitar los argumentos y las razones por las que la tolerancia de Montaigne ha de ser, al menos, limitada por el papel que atribuye a la mujer.

*Estudios culturales críticos***La resiliencia emprendedora en la configuración de los proyectos vitales en el alumnado de Enseñanza Secundaria Obligatoria**

Elisabet Montoro Fernández, Profesora e Investigadora, Universidad de Sevilla, Sevilla, España

Antonio Ramón Cárdenas Gutiérrez, Profesor Ayudante Doctor, Universidad de Sevilla, Sevilla, España

El emprendimiento, entendido como la capacidad que posee un individuo para lograr una meta focal en cualquier ámbito de su vida, conlleva iniciar proyectos vitales que permitan a las personas alcanzar mayores logros personales. La configuración de los proyectos de vida no está exenta de adversidades. La resiliencia —capacidad de hacer frente a las dificultades y obstáculos— es un elemento imprescindible para la consecución de los proyectos vitales. Así, iniciar y construir proyectos personales de vida implicaría poner en práctica la capacidad de resiliencia emprendedora para hacer frente a las adversidades; además de ostentar la habilidad de crear planes vitales que avalen el éxito en la vida de los individuos. Este trabajo tiene como finalidad conocer y comprender cómo se genera la capacidad de resiliencia emprendedora en los proyectos vitales, y su influencia en los proyectos de vida de los sujetos estudiados. Para ello, se ha realizado —mediante un estudio de casos múltiple y bajo un enfoque biográfico-narrativo—, una investigación descriptiva-transversal; empleándose la "entrevista en profundidad" como técnica de investigación. La muestra está compuesta por el alumnado de Secundaria de 5 colegios concertados de 3 comunidades autónomas. Los resultados de la investigación parecen indicar, por un lado, que la autoeficacia percibida en solventar las adversidades es un aspecto clave para que se genere resiliencia emprendedora y, por otro lado, los sujetos consideran que poseer capacidad de resiliencia emprendedora influye de forma positiva para hacer frente a los obstáculos en la consecución de los proyectos vitales que se plantean.

*Educación en humanidades***Interacciones virtuales en España: ¿Se ha superado la brecha digital?**

Belén Casas-Mas, Profesor Asociado, Universidad Complutense de Madrid, Madrid, España

La llamada "brecha digital", en términos de inequidad en el acceso y uso de las tecnologías de la información y la comunicación, es un tema que viene preocupando a expertos y académicos desde que comenzó la expansión de estas herramientas comunicativas a nivel global. Una vez superadas las dificultades de acceso en las áreas más desarrolladas del planeta, los estudios se han ido enfocando a identificar si las sociedades estaban preparadas para incorporar a todos sus colectivos al proceso de virtualización, teniendo en cuenta diversas formas de impacto social. El objetivo de esta comunicación es presentar un análisis de los datos obtenidos a través de una encuesta nacional (n=2,800 internautas) sobre los usos sociales de las TIC en las comunicaciones interpersonales. Pese a que hay colectivos que puedan seguir ofreciendo resistencia a la virtualización de sus actividades cotidianas, los datos identifican una tendencia hacia la inclusión de cada vez más personas que utilizan las tecnologías digitales a la hora de relacionarse con su entorno social.

Estudios de comunicación y lingüística

Thursday, 4 July	
15:15-16:00	PARALLEL SESSIONS
Room C6 Continued	Contrastes y globalización en el arte de la danza del vientre: Oriente - Occidente, Libertad-Prejuicio Alma Islas, Director, Coloquio nacional de bellydance en la UACM, Universidad Autónoma de la Ciudad de México, Ciudad de México, México La rebeldía antihegemónica de la danza oriental se remonta desde sus orígenes orientales y su llegada al occidente, donde se consolidó en un nivel más artístico y de reconocimiento mundial. Considerada una danza de pecadoras y mujeres impuras, hasta el día de hoy, en los países árabes, la danza oriental es uno de los iconos más fuertes en el turismo. Usada y mal valorada, se rehúsa y mantiene una comunidad activa alrededor del mundo. Sin ser reconocida como danza en instituciones artísticas gubernamentales, la rebeldía del "bellydance" crea formas de organización y mantiene viva la danza del "haram" (pecado). ¿Cómo se crean estos campos de poder, industria cultural y conciencia a través del tiempo, y la expansión de lo artístico en plena globalización (que genera conciencia oriental en cuerpos occidentales)? La danza oriental es una lección de libertad lograda en comunidad, y la ponencia realizará un breve recorrido histórico por la lucha que mantienen las bailarinas de danza oriental y lo que enfrentan —en contraste con las danzas eurocentristas—. <i>Estudios culturales críticos</i> Analizando el trabajo de los bibliotecarios hoy: Relación entre la tasa de profesionalización y el uso de las bibliotecas públicas españolas Pedro Lázaro Rodríguez, Doctorando, Universidad de Granada, Granada, España Las bibliotecas públicas se caracterizan por ser un servicio para la comunidad, y por ser un medio para aumentar el capital social, humano y cultural de las mismas. En ese contexto, el trabajo de los bibliotecarios, como mediadores entre las personas y las bibliotecas, se desvela como esencial hacia el mayor uso de las mismas. En esta ponencia virtual breve se mostrarán los resultados del análisis, la relación entre la tasa de profesionalización del personal de las bibliotecas públicas españolas y su uso. Por un lado, la tasa de profesionalización se refiere al número de bibliotecarios profesionales (personal al que se le contrata como bibliotecario profesional, de acuerdo al título académico Licenciado o Diplomado, exigido para desempeñar funciones de responsabilidad como planificación, organización, administración y evaluación de servicios, y sistemas de bibliotecas y de información) respecto al total de personal. Por otro lado, el uso de las bibliotecas se entiende desde los préstamos y las visitas a las mismas. Con todo, mediante un análisis estadístico —basado en el cálculo del coeficiente de correlación lineal— se determinará si una mayor tasa de profesionalización va acompañada o no de un mayor uso en las bibliotecas. Desde ahí, se discutirán los resultados, llevando a cabo una reflexión en torno al tema del papel cambiante de las bibliotecas y el trabajo de los bibliotecarios hoy; proponiendo ideas para su mejora y el aumento de los beneficios que las bibliotecas públicas pueden aportar a la sociedad. <i>Libros, edición y bibliotecas</i> Una mirada histórica a la expresión de distancia en español Manuel J. Gutiérrez, University of Houston, Houston, Estados Unidos El presente trabajo examina los adjetivos demostrativos "ese" y "aquel" en documentos de variada naturaleza, de México y Estados Unidos, desde el siglo XVI hasta el XIX. Los resultados indican que, las formas usadas para señalar distancia, se han mantenido en el sistema de los demostrativos —con distintos grados de preferencia— por parte de los hablantes a lo largo del tiempo; a diferencia de lo que ocurre en la mayoría de los dialectos del español actual, en que una de ellas casi ha desaparecido. La evolución del sistema que se estudia podría caracterizarse como una disputa entre las dos formas examinadas. "Ese" ha perdido terreno a lo largo de los siglos estudiados, mientras que "aquel" ha experimentado un proceso que evidencia una creciente frecuencia en este mismo período. Documentos examinados de registros más informales del siglo XIX revelan, sin embargo, que el tipo de discurso es una variable que muestra diferencias fundamentales; ya que en estos "aquel" muestra una frecuencia que disminuye de manera significativa a lo largo de este siglo. <i>Estudios de comunicación y lingüística</i> Saudade de mim: Un estudio sobre la iluminación escénica Tiago Cândido, Estudiante, Universidade Federal de Viçosa, Viçosa, Brasil Rosana Aparecida Pimenta, Professora e Coordenadora Pedagógica do Curso de Dança, Universidade Federal de Viçosa, Viçosa, Brasil Este trabajo es una parte de la monografía para la conclusión del curso de graduación en Danza de la Universidad Federal de Viçosa: "A Iluminação na Construção da Visualidade da Cena: Um olhar sobre a imagem, a cor e a luz no espetáculo 'Saudade De Mim', da Focus Cia. de Dança", desarrollado junto a la "Línea de Investigación Teatro en Movimiento: Cuerpo, Acción y Palabra", del grupo de investigación "Artes de la Cena Contemporánea: corporeidad, educación y política". La problemática se refiere a cómo los elementos de la iluminación escénica constituyen la visualidad de la obra coreográfica en pauta. El objetivo fue analizar la construcción de la visualidad de la escena y demostrar cómo se emplean los elementos técnicos y estéticos de color, luz e imagen, en la composición de "Saudade de Mim" (2014); la cual hace referencia y crea una imagen a partir de Cândido Portinari y Chico Buarque. De abordaje cualitativo, se constituye un estudio de caso que viabilizó la observación, descripción y reflexión sobre los elementos abordados; teniendo como parámetro las impresiones de los bailarines, coreógrafo e iluminador de la compañía. Destaca, en esta presentación, un relato sobre la "Focus Cia. de Dança", que constituye el campo de investigación de este estudio; con el objetivo de tejer algunas consideraciones acerca del desarrollo de su dibujo teatral. <i>Estudios de comunicación y lingüística</i>



Thursday, 4 July	
15:15-16:00	PARALLEL SESSIONS
Room C6 Continued	La Base Nacional Común Curricular y la formación del profesor en danza en Brasil Rosana Aparecida Pimenta, Professora e Coordenadora Pedagógica do Curso de Dança, Universidade Federal de Viçosa, Viçosa, Brasil Thatiane Christina Soares Alves, Professora, Secretaria de Educação, Juiz de Fora, Juiz de Fora, Brasil Para reflexionar sobre el contexto de formación de profesores de danza en Brasil, que hasta el año 2017, contaba con una legislación que favorecía la inserción de los diversos lenguajes artísticos en la Educación Básica, nuestro artículo se refiere a una revisión puntual de cómo se organizaron los cursos de formación de profesores brasileños, estrictamente a partir de las leyes vigentes desde el año 1996. Presentamos algunas observaciones acerca de la “Base Nacional Comum Curricular - BNCC” reformulada recientemente por el Ministerio de Educación con el objetivo de definir las áreas del conocimiento integrantes de los currículos y propuestas pedagógicas de todas las escuelas brasileñas. La legislación brasileña para reglamentar los cursos de licenciatura en el área artística como objeto de este estudio es consecuencia de la problematización de la comprensión de la pertinencia de la enseñanza de arte en la Educación Básica en Brasil. Así, planteamos la siguiente pregunta: ¿Cuál es la interferencia objetiva de la “Base Nacional” en la formación de profesores en Arte? El estudio en curso se refiere a la actualización de la discusión sobre la formación de profesores, teniendo por enfoque la articulación de aspectos históricos de la legislación y reuniendo elementos que discuten la relación entre enseñanza superior, legislación brasileña para educación y formación de profesores en danza/artes. <i>Educación en humanidades</i>



15:15-16:00

PARALLEL SESSIONS

Room A10

Focused Discussions

Useful Knowledge: The Humanities in a Utilitarian Age

Paul Keen, Carleton University, Canada

This research argues that the long historical perspective provided by a closer engagement with the early nineteenth century (when the humanities emerged in their modern institutional form) offers an important lesson for our own debates about the public value of the humanities today. The parallels are often uncanny. In his essay, "The Utilitarian Controversy," William Hazlitt explored the "controversy" which was then raging "respecting the useful and the agreeable," protesting against utilitarians who dismissed "polite literature and the arts as frivolous and contemptible" at a time when more useful forms of knowledge were required. If we face similar pressures today, these challenges can best be answered with a clearer understanding of the ways that modern ideas about the humanities were forged in the crucible of this spirit of utilitarian reaction. Where critics such as Hazlitt, Percy Shelley, and Thomas Carlyle pushed back by insisting on the primacy of the creative imagination, others such as Leigh Hunt and John Stuart Mill emphasized the productive tensions that ought to characterize relations between these forms of knowledge. In doing so, they suggested that the temptation to invert hierarchical assumptions about the relations between "the useful and the agreeable" was ultimately less productive than the more radical task of reimagining the very idea of useful knowledge in ways that embraced the productive tensions between supposedly discrepant forms of knowledge. In an equally polarized age, there is much to learn from these ideas and interventions.

Literary Humanities

Da Vinci as Prologue: The Role of Interdisciplinarity and Its Future

Melanie Brandt, Associate Teaching Professor, Humanities, Arts, and Social Sciences, Colorado School of Mines, Golden, United States

The frequent rise and fall of interdisciplinary education trends encourages an inquiry into our fascination with integrating disciplines into shared spaces. With Leonardo da Vinci as our poster child for the holistic thinker, we are challenged to ask if the magnitude of his ideas was inevitable regardless of his disciplinary leanings, or if the fluidity of disciplines was fundamental to his success. My own research and experiences suggest that the liminal space created by interweaving seemingly separate disciplines is where our intellectual endeavors become tools for problem solving and innovation. Engineering education and the rise of a da Vinci-esque renaissance engineer are perhaps the most obvious areas where interdisciplinarity toward these ends is most obvious. However, the arts and humanities also gain valuable applicability when combined with elements of STEM. This focused discussion is a critical inquiry into the promises, difficulties, successes, and failures of interdisciplinary education with an eye towards its future.

2019 Special Focus - The World 4.0: Convergence of Knowledges and Machines

You Should Have Played the Violin: Dreams of a Melodically-challenged Double Bassist in a Treble-Clef World

Jacqueline Pickett, Instructor of Double Bass, Schwob School of Music, Columbus State University, Ellenwood, Georgia, United States

Anyango Yarbo Davenport, Professor of Violin, Juan N. Corpas University, Colombia

Machines can be physical devices of wood, metal, horse hair, and sheep guts. Machines can also be mental constructs of people, values, emotions, and perception. In this session, Double Bassist, Jacqueline Pickett and Violinist, Anyango Yarbo-Davenport recall their on-field experiences of how they use their craft (which is the merger of physical and mental machines) for community empowerment. We explore the idea of diverting mechanisms of oppression (conquest, manipulation, divide/rule, cultural invasion) into tools for liberation (cooperation, organization, unity, cultural synthesis). The artist becomes both teacher and cultural worker in this process.

2019 Special Focus - The World 4.0: Convergence of Knowledges and Machines

Dancin with the Devil: Interpersonal Communication Meets Technology

Carl Kell, Professor Emeritus, Department of Communication, Western Kentucky University, Bowling Green, KY, United States

In 2019, it is clear to all of us that technology has a dramatic impact on the ways we communicate as well as how we get along with each other. This talking circle is designed to engage delegates in discussion regarding the importance and primacy of interpersonal communication skills sets in a social media environment. However, for some, it may be too late. Indeed, human communication interaction, dominated by science, technology, and their algorithmic equations, may have already been changed forever. If we are to recapture the communicative spirit of humane studies, then new directions in the humanities need to be developed. Moreover, we need to broaden communication skill training to prosper in a non-social media environment as well as co-exist in a technology-rich culture. It is the purpose of this talking circle to initiate dialogue on how interpersonal communication training can exist and prosper with and without technological interference.

Humanities Education

Meeting Adult Learners' Needs and Goals through Distance Learning

Khalil Alsaadat, King Saud University, Saudi Arabia

Distance learning provides many benefits, including meeting the needs of nontraditional students with responsibilities to career and family that keep them from taking traditional college courses. Distance learning is designed to ensure compatibility with the characteristics and needs of the adult learner. By retaining their jobs while attending school, adult learners are able to continue to gain in work experience while pursuing educational goals (Lawrence, 2007). Distance learning is gaining popularity among adults who are keen to upgrade themselves for better career opportunities. Distance learning provides an alternative for people to further their education without having to undergo the traditional classroom learning. Nowadays, more adults are becoming interested to pursue higher education in order to compete more effectively in the job market. In response to this growing interest in higher education, education providers are creating new courses using new technologies to meet the demand. Many distance learning online courses are developed to meet this increasing need (Godden, 2010). Kuhlmann, 2011, provided some considerations when building distance learning courses for adults such as set clear expectations and objectives; adult learners don't like to fail; create an environment where they have as much freedom as possible; give them ways to collect information; focus on relevance; create a visual design. (Wetzel, 2010). The discussion focuses on the importance of distance learning to adult learners and the various methods that they can use to learn and get their degrees and diplomas to meet their needs and goals.

Humanities Education



Thursday, 4 July	
15:15-16:00	PARALLEL SESSIONS
Room A11	Virtual Lightening Talks Crisis Poetry and the Crisis of Arabic Criticism Hala Ghoneim, Associate Professor, Languages & Literature, University of Wisconsin-Whitewater, Madison, WI, United States This paper provides a meta-critical investigation of the limitations of Egyptian criticism, which has not been able to categorize modernist poetry and, therefore, has become increasingly hostile to it. Arab critics often refer to a "crisis" of literature. I argue that the so-called crisis does not, in reality, refer to a literature in crisis but to criticism's failure to theorize about a literature whose main concern has shifted into articulating the political, economic, and cultural crises of the postcolonial state. It is a crisis of a criticism that maintains rigid connections to the theories in which it grounds itself and establishes impermeable boundaries among literature, criticism, and non-literary disciplines. It is a crisis generated by the absence or short supply of meta-critical and theoretical writings that evaluate, critique, and revise the dominant critical discourses. It is also a crisis of a criticism that is no longer capable of keeping up with the rapid transformations in the subject it studies. This crisis resulted in criticism's inability to possess a broad enough interdisciplinary scope to comment on diverse literary production without recycling the inefficient, insufficient, or banal formulations of indigenous and foreign cultures. In the absence of an indigenous literary theory and the overwhelming presence of Western theories that are conceived of as immutable or impossible to indigenize, criticism falls short of simultaneously analyzing the form, content, and cultural context of poetry. <i>Critical Cultural Studies</i> The Digital Recreation of the Lenox Library Picture Gallery: A Contribution to the Early History of Public Art Galleries in the United States David Schwittek, Artist, City University of New York, New York, NY, United States "The Digital Recreation of the Lenox Library Picture Gallery: A Contribution to the Early History of Public Art Galleries in the United States," is a fully interactive, online recreation of the Lenox Library Art Gallery, published in October 2018 by the eJournal Nineteenth Century Art Worldwide. This interdisciplinary, digital humanities project connects traditional research found in art history with new research methods found in digital media, design studies, and the digital humanities. This interactive digital platform reconstructs the eighteen eighties interior of James Lenox's picture gallery and the art that graced its walls. One can see the paintings and access detailed information on each one, where they hung and what paintings were installed nearby. This 3D model has enabled the scholarly goal of establishing Lenox's curatorial strategy, its meaning and contemporary context. As a research tool, it is powerful, beautiful and flexible and a robust template for other inquiries into lost art collections. The Lenox Library Art Gallery was a 'space' that was made a 'place' not only by virtue of its content, but by the addition of an audience. The authors would argue that 3D reconstructions of this kind can create a new audience and therefore a revived form of digital "place," in addition to providing a more immersive research tool for art historians. 2019 <i>Special Focus - The World 4.0: Convergence of Knowledges and Machines</i> Signatures in the Human World - and in Machines David Vampola, Director, Digital Humanities Program, Computer Science/Cognitive Science, SUNY - Oswego, Oswego, NY, United States Many people in the semiotics community believe that their subject can provide the basis for a unification of knowledge between the humanities and the sciences. In practice, however, the results of these projects by semioticians are often too hazy and abstract to do what their proponents claim. A more specific approach that considers Giorgio Agamben's study of signatures and their relationship to semiotics can provide a suggestive foundation for uniting various aspects of knowledge. For him "the sign signifies because it carries a signature that necessarily predetermines its interpretation and distributes its use and efficacy according to rules, practices and percepts that it is our task to recognize". Signatures can hence provide a context, structured by norms and descriptions, in which signs (as carriers of meaning) can operate. One of Agamben's aims is to situate his approach to signatures squarely in what can be considered the humanities, particularly historical and cultural analysis. Yet, the idea of signatures can be applied to other domains, more specifically that of computer and information science. In these fields the term "signature" is used to define functions and their parameters. This extension of the meaning of "signature" can be applied further to the definition of knowledge ontologies in computational and information theoretic domains. In addition, digital signatures are ways to build "trust" in a machine environment. Hence, an investigation of the concept of "signature" might yield insights concerning the relationship between the human and computational sciences and ultimately to machines. 2019 <i>Special Focus - The World 4.0: Convergence of Knowledges and Machines</i> Branding The Self: Exploring Self-Commodification in Reality Television Tamar Salibian, Claremont Graduate University, United States This presentation explores how reality television reveals and informs our daily lives. In particular, it is an examination of the MTV series "Teen Mom OG," a revival of the "Teen Mom" and "16 and Pregnant" programs. The research involved in this presentation pairs close reading of the televisual text with qualitative research in the form of surveys and interviews with entertainment industry professionals. This research aims to uncover the connections between approaches and representations in new media (that are then recontextualized in the signs and symbols presented in reality TV) and human interaction in the digital age. In examining these signs, symbols, and connections, this presentation uncovers the ways that publicizing teen mothers' private lives and revealing their domestic spaces to the viewer reorients the understanding of fame, emphasizes hierarchies of labor and power rather than dismantling them, and supports processes of surveillance to endorse and encourage public self-promotion and self-commodification as the primary way of being in contemporary culture. <i>Communications and Linguistic Studies</i>

15:15-16:00

PARALLEL SESSIONS

**Room A11
Continued**

Body and Rhetorics of the Visual: New Directions in Medical Humanities

Sweetha Saji, PhD Research Scholar, Department of Humanities and Social Sciences, National Institute of Technology, Trichy, India
Graphic medicine is the intersection of the medium of comics and the discourse of healthcare. This diverse and novel approach to arts and medicine, ushered in new modes to address illness and those aspects of social experience that transcend both the realms of medicine and canonical literature. This new genre in medical humanities utilize the creative license and the affordances of comics which allows an exploration of multiple meanings of illness and disease. Seminal graphic medical narratives which address various disease conditions and disability include Brian Fies' Mom's Cancer (2006), Marisa Marchetto's Cancer Vixen (2009), Ellen Forney's Marbles (2012), Ian Williams' The Bad Doctor (2014), and Rachel Lindsay's Rx (2018). Mostly autobiographical, these graphic pathographies also address a wide range of issues concerning illness, healthcare, and medicine such as doctor-patient relationship, caregiving, patient identity, industrialization and commercialization of healthcare, among others. Taking these cues, this paper addresses the following questions: How do comics engage in the visual and verbal translation of the experiences of illness? How do the affordances of comics facilitate the readers' experience of an author's subjective trauma? The paper argues that comics is a uniquely suited communicative medium to diagram the interiority of illness experience. It focuses on the ways in which graphic medicine represents physical and emotional aspects of narrating subjective illness experiences. Accordingly, graphic medicine, through its visual delineation of the lived experience of illness along novel perspectives, provides a unique dimension to the field of narrative medicine.

Literary Humanities

Don Quixote and Miguel, Sancho, and Rondell: Teaching Don Quixote with Young Adult Literature

Susan Giraldez, Associate Professor, Modern Language & Literature, University of the Pacific, Stockton, United States
Keeping the four hundred year-old thousand-page classic Don Quixote accessible, relevant, and present in the curriculum is an ever greater challenge in the heterogeneous twenty-first century college classroom of "reluctant readers." Whether taught in Spanish as part of a language and literature major or taught in English translation in a World Literature or General Education program, the Quixote's socio-cultural-historical context and linguistic complexity are significant hindrances to any reader. This study considers the uncanny parallels between the Quixote and the 2009 Young Adult Novel We Were Here by NY Times bestseller and Newbery prize winning author Matt de la Peña as an ideal port of entry to Cervantes' masterpiece. Marketed as "Young Adult Literature" (YAL), We Were Here is the story of Miguel Castañeda a teen-aged half-white half-Mexican Don Quixote, reading his way through the classics while on the run from a group home. His "Sancho" is Rondell, an illiterate African American foster kid. Their classic hero journey is an exploration of wealth and poverty along beaches of California to the Mexican border at Tijuana, through the farmlands of the Central Valley—spaces as recognizable to the contemporary American reader as La Mancha and the Sierra Nevada were to the seventeenth-century Spanish reader. We Were Here is a relatable reality for students in an American college classroom. This study outlines ways instructors may use De la Peña's novel as a lens to bring into focus students' perspective and aid understanding of the classic text through the similarities in stories and themes.

Humanities Education

The Virtual Actor: Enhancing the Audience Experience through Virtual Reality

Corinna Di Niro, Lecturer/Researcher, School of Creative Industries, University of South Australia, Brompton, South Australia, Australia
Andrei Gostin, Team Leader - Production Services, University of South Australia, Australia
How do we enhance the audience experience in the digital world without loosing the visceral feeling of live theatre? In this interactive workshop presentation, we share our recent research, The Virtual Actor, which was an experimental research project using scenes from The Wizard of Oz where an audience member took on the role of Dorothy, in a live stage show, without having to get up on the stage. Virtual Reality (VR) is capable of immersing the viewer in a 3D visual and auditory space, witnessing a pre-recorded environment or scene from a predetermined vantage point. Yet, this project went beyond witnessing, where the "viewer" was indeed a "player" and could interact with live actors on stage to become not only a participant in the production – but even take a leading role. The Virtual Actor experiment allowed us to investigate the ability to transport a single virtual actor onto a live stage using a single VR camera to provide the Point of View of the protagonist. We sought to collide the immersive worlds of VR and Live Theatre, which both seek to uphold the suspension of disbelief, and pushed the boundaries of VR technology to step outside the realm of "pre" and into the impulsive action that is live theatre. The central goal was always to give the audience "participant" the experience of being an actor on stage. We now aim to share this experience through our pre-recorded version of the experience to gauge its potential for future research.

Communications and Linguistic Studies

Remediation of Literary Icons of Evil within Media Modes of Expression

Orchidia Fayeze Ismail, Director of University Level English Department, College of Humanities, Prince Sultan University, Saudi Arabia
This study explores the prospects of constructing a metadata model to capture the transformation of classic evil characters through various media adaptations. The scope encompasses ancient literary themes and motifs as they evolve through a 'remediation' model of analysis in both the literary sense of the term and the computational one. Within this frame, the researcher employs Bolter and Grusin's theory of 'remediation' that explains the digital proliferation as an evolution of various forms of media that derives from one another both old and new. Remediation would allow for linking various adaptations and transtextual representations of a work of literature through various media modes. In exploring the cycle of remediation throughout various eras and modes of media expression, main topics of discussion persist. For example, whether the interchangeable role of monsters emerging into superheroes represent a rebellion against the traditional norm of what monstrous is. Another topic is whether audience interaction with emerging media in the form of comments, reviews, re-posting and sometimes even reproducing their own versions, reflect the same dynamics literature once enjoyed with ancient oral traditions. Further, can this audience interaction go beyond story adaptations in ways that challenge cultural institutions that have dominated media and information industries worldwide?

Literary Humanities



Thursday, 4 July	
15:15-16:00	PARALLEL SESSIONS
Room A12	Workshops Surviving a Special Topics Course: How I Survived Creating a Zombie-Themed Humanities Course Allison Budaj, Instructor, Humanities and Communication, English & Humanities, Chattahoochee Technical College My idea to develop a zombie culture themed humanities class seemed simple, at first. As a self-proclaimed zombie scholar entering into the final stages of her Ph.D. program, I found the marriage of my studies in AMC's "The Walking Dead" and my Introduction to Humanities course intriguing. And, thanks to the tremendous support of my Associate Dean and a wonderfully quirky librarian, I had a green light to proceed. Little did I realize how the challenge in developing this course would present. Working collaboratively, participants in this workshop will be challenged to think critically about employing works from the popular culture canon to develop potential special topics courses. Considering the difficulty to meet required academic standards as well as justifying the relevance of popular culture as a teaching method, participants can deliberate themes and issues that manifest in various popular culture artifacts. Outside of finding new ways to teach college courses, popular culture topics can offer an exciting approach to educating students. <i>Humanities Education</i>



Thursday, 4 July	
15:15-16:00	PARALLEL SESSIONS
Room A13	Workshops Diversity and Teacher Empowerment: What to Do When Student Interactions Go Wrong Nadine Hall, Greenhills School, United States Have you ever heard a comment between students that doesn't feel right, but you don't know what to say? For example, one student may ask another with Asian heritage to help them with math homework "because Asians are good at math," or one student may comment to another "you throw like a girl" as an insult. These comments, formally referred to as microaggressions, can have a negative impact even if being hurtful was not the speaker's intent. In today's cultural climate of satirical news shows and volatile political debates, students often find themselves experimenting with the limits of what they can and can't say to one another. As teachers, we overhear so much and we are not always sure of how best to intervene and the right thing to say. In this interactive workshop, teachers will learn to identify areas for intervention, practice scripts that use student-centered language, and develop confidence in their own abilities to help students navigate challenging interactions in healthy and positive ways. Teachers will also leave with resources to bring back to their own school communities to share with colleagues. <i>Humanities Education</i>



Últimas tendencias en investigación museística: Herramientas "TIC" y accesibilidad

Laura Baños Pérez, Doctoranda, Universidad de Oviedo, Oviedo, España

El compromiso con la sociedad que han adquirido, consolidado, y en donde se centran la mayor parte de los esfuerzos las instituciones museísticas, responde a una clara voluntad didáctica. La educación es la prioridad actual de los museos, y esta se materializa en un ingente trabajo de programación de actividades destinadas para el disfrute y aprendizaje significativo de todos los tipos de público. Para hacer realidad esta misión, y para su supervivencia en un mundo en que su función y naturaleza se cuestiona, el museo ha buscado, desde hace un siglo aproximadamente, abrirse al exterior y dejar de ser un continente cerrado y reservado a iniciados en que se guardan objetos valiosos; al modo de las Wunderkammer renacentistas. Ahora, en las últimas décadas, da un paso más y trata no solo de ser didáctico y accesible, sino también inclusivo. Para el logro este objetivo, la práctica y teoría museísticas desarrollan una serie de estrategias y programas que persiguen atender a todos los niveles, edades, contextos, circunstancias y capacidades de los visitantes; materializados, en muchos casos, en herramientas "TIC" (Tecnologías de la Información y la Comunicación), recurso esencial para el acercamiento (virtual y físico) de la institución al público.

Educación en humanidades

La cocina como elemento fundador de la memoria afectiva en la identidad de los descendientes italianos en la Serra Gaúcha, Brasil: La afectividad en el espacio de cocina

Ana Gelsemina Galafassi, Mestre, FTSG, Bento Gonçalves, Brasil

Ancilla Dall'onder Zat, Profesora, FTSG, Bento Gonçalves, Brasil

Rafaela Gava Padovan, Profesora, FTSG, Bento Gonçalves, Brasil

La cocina es uno de los ambientes que más evoluciona en una residencia, lo que ocurre debido a los cambios de hábitos de la sociedad y a la modernización de los elementos que componen ese espacio. Este ambiente, durante mucho tiempo, fue un espacio social para las familias descendientes de inmigrantes italianos establecidos en la región de Serra Gaúcha, en el sur de Brasil, lo que contribuyó de forma significativa a la formación de la memoria afectiva de estos sujetos con relación a la cocina. Se busca, a través de este estudio, analizar la evolución histórica del espacio de la cocina residencial y el significado de este ambiente para estas personas en la actualidad. El estudio se divide en etapas y metodologías: la contextualización histórica, social, económica y cultural de la evolución de la cocina en la Serra Gaúcha, región predominante de colonización italiana que aquí llegó, en el año de 1875, con una investigación bibliográfica; la representación de la cocina como espacio emocional, con la realización de entrevistas con descendientes de los inmigrantes, analizadas comparativamente, en tres diferentes Cursos Superiores de una IES de la Serra Gaúcha, revelando diferentes percepciones del significado de la cocina, en relación a la memoria afectiva.

Estudios culturales críticos

Autoconcepto, personalidad y disfluencias

José Antonio Pérez Sánchez, Universidad Católica San Antonio de Murcia, Murcia, España

El término disfemia se utiliza para referirnos a un trastorno de la fluidez verbal y la estructuración temporal del habla, que resulta inapropiado para la edad de un sujeto determinado. En las edades comprendidas entre 12 y 18 años, cobra especial importancia la formación de la personalidad de un sujeto. Por ello, nos preguntamos si determinados factores de la personalidad de un sujeto con problemas de fluidez verbal pueden afectar a ésta, y viceversa. Bajos niveles de autoconcepto y autoestima o altos niveles de ansiedad pueden ser factores que influyan de manera agravante en un problema de fluidez verbal. Por lo tanto, el estudio se plantea conocer si estos factores de personalidad son diferentes en los sujetos con trastorno de la fluidez verbal o no, y qué tipo de asociación existe entre el nivel de autoconcepto, autoestima y otras variables de la personalidad, como el nivel de ansiedad, y la fluidez verbal de los adolescentes. No buscaremos la causalidad entre variables, sino su asociación. Intentaremos conocer qué nivel de correlación existe entre ellas. La muestra constará de al menos 300 participantes de 12 a 18 años, de los que 30 estarán diagnosticados con disfemia por un especialista, y 270 sin este trastorno. El estudio empleará una metodología descriptiva y correlacional. Se aplicarán tres instrumentos de evaluación: prueba oral para evaluar la competencia en fluidez verbal, Self-Description Questionnaire II (versión breve) para evaluación del autoconcepto, y 16PF-APQ Cuestionario de personalidad para adolescentes.

Estudios de comunicación y lingüística

El desafío de las nuevas tecnologías y las ciencias y técnicas historiográficas: Un horizonte muy cercano

Gema Belia Capilla Aledón, Doctor Internacional, Universitat de València, Valencia, España

Tras el Año Europeo del Patrimonio Cultural, el desarrollo del Artic World Archive y la investigación en torno al documento y el archivo electrónicos, las herramientas básicas de las que disponemos para estudiar, escribir, enseñar y difundir la Historia, en particular, y las Humanidades, en general, se enfrentan a un nuevo reto: el veloz desarrollo de las tecnologías. Nuestra propuesta pretende ser una contribución a ese nuevo horizonte.

Educación en humanidades

Utilidad frente a ideología: Cómo Boko Haram deja de lado la ideología salafista por el empleo del Tramadol como facilitador final de la realización de actos radicales

Alejandro Álvarez Pérez, Máster, Universidad de Jaén, Jaén, España

El Tramadol es un fármaco que afecta al Sistema Nervioso Central y por ende influye en el funcionamiento cognitivo. El Corán prohíbe el consumo de drogas; sin embargo, grupos como Boko Haram (salafistas radicales) permiten su consumo. Esta incongruencia entre su parte dogmática y el consentimiento del consumo se debe a los beneficios que obtienen, ya que el Tramadol influye directamente en la asunción de la Ideología radical, su capacidad operativa y la cohesión grupal, factores que influyen directamente en la ejecución de acciones armadas.

Estudios cívicos, políticos y comunitarios

Thursday, 4 July	
15:15-16:00	PARALLEL SESSIONS
Room A14 Continued	Aportaciones de las humanidades digitales en el ámbito histórico-artístico: Herramientas digitales para el análisis léxico-terminológico Marina Castilla Ortega, Profesora, Universidad de Málaga, Málaga, España Las humanidades digitales son una disciplina moderna que renuevan la investigación en el ámbito de las Humanidades, aportándole un mayor rigor científico gracias a los beneficios de los innovadores recursos de las TICs. Esto es debido a que las herramientas digitales no sólo favorecen una inmediatez y facilidad de alcance a la información, sino también la posibilidad de obtención de resultados inéditos y el desarrollo de líneas de investigación hasta la fecha inconcebibles. Entre los focos de trabajo más destacables de las humanidades digitales, destaca el análisis textual o léxico-terminológico, que no sólo atañe a la lingüística sino también a las ramas histórico-artísticas de la estética y la teoría del arte, donde prima un vocabulario de carácter descriptivo-crítico o estético. El estudio terminológico favorecerá la detección de los términos o vocablos más importantes en un escrito, así como su relación con otras palabras. Esto favorecerá su definición, valoración y reflexión sobre su grado de innovación, en comparación con el léxico de otros textos contemporáneos. En relación a ello, se exponen varias herramientas digitales de libre acceso de análisis de textos (léxico-terminológico), como la plataforma TAPORWARE (http://taporware.ualberta.ca/) o los corpus on-line de la RAE del CORDE (http://corpus.rae.es/cordenet.html) y del CREA (http://corpus.rae.es/creanet.html). En definitiva, a pesar del carácter cuantitativo inherente a los resultados extraídos a partir de nuevas tecnologías, las humanidades digitales han sabido respetar el carácter reflexivo-crítico inherente a la investigación del área humanística, potenciando su raigambre científica e innovando el panorama de su investigación. <i>Tema destacado 2019 - El Mundo 4.0: Convergencias de máquinas y conocimientos</i> Los valores feministas en la narrativa de Olga Nolla Maritza Del Valle Rodríguez, Investigadora, Universidad Metropolitana de Puerto Rico, Puerto Rico Silvia Corral Robles, Universidad de Granada, Granada, Granada Micaela Sanchez Martin, Universidad de Murcia, Murcia, España Gracia González Gijón, Universidad de Granada, Granada, España Esta investigación estudia los valores feministas presentes en la narrativa de la autora puertorriqueña Olga Nolla a través del análisis de contenido axiológico. Ese análisis se ha realizado sobre dos de sus novelas: “La segunda hija” y “El manuscrito de Miramar”, principalmente sobre la conducta observable de los personajes en dos de sus novelas, así como de las propias palabras de la autora. El objetivo general es identificar mediante el análisis de contenido los valores feministas que aparecen en las obras y si éstas son representativas del movimiento feminista en Puerto Rico en los años setenta. La metodología cualitativa de corte interpretativo ha sido el enfoque elegido para llevar a cabo este análisis empleando la clasificación de valores propuesta por Gervilla (1998, 2000) y adaptada a nuestro trabajo; creando, de este modo, el Sistema de Categorías de Valores Feministas. Entre los resultados obtenidos destaca que en ambas obras los valores más expresados son los valores intelectuales, mientras que los valores estéticos, instrumentales y religiosos son los que aparecen con menor frecuencia. Del mismo modo, se denota en el discurso la crítica a la doble moral y se rompe con las estructuras que coartan la libertad a la mujer. <i>Humanidades literarias</i>



Thursday, 4 July	
15:15-16:00	PARALLEL SESSIONS
Room A16	Workshops Learner Autonomy: Flying and Conversing Solo Durdona Karimova, Senior Teacher of English, Language Training, Tashkent State University of Law, Uzbekistan Students are usually very dependent on their teacher; and they rarely vary from the curriculum. Students are academic ‘passengers’ rather than ‘drivers’ of the learning process. Encouraging student autonomy, as in “flying solo,” will prepare them to become far more effective language users which is an ELT primary objective; after all, they won’t always have a teacher there to guide them! In this session, participants will discuss, derive, and develop methods to make students less dependent on teachers and more independent, responsible for their own development. Workshop goals are: engage participants in a discussion of student autonomy, discuss techniques and activities for developing student autonomy, raise student awareness of the importance of developing conversational autonomy. The presenter will guide participants through multiple activities to obtain desired learning outcomes. To guide participants explorations, a critical learning segment will be: ‘What is learner autonomy?’ activity. Being a part of ‘How to develop learner autonomy’ activity teachers will discuss activities that help them develop autonomy in their students. In addition, the presenter will share the student autonomy experience at her home university. Here, participants will work with structured case studies and discuss ways of developing and maintaining autonomy. By the end of the workshop, participants will have developed sufficient conversational autonomy to continue development learning outside the classroom. Developing autonomy is an incremental process but the participants will have the necessary tools and understanding for continuing improvement. <i>Communications and Linguistic Studies</i>
16:00-16:15	Transition Break/Pausa
16:15-17:55	PARALLEL SESSIONS



Investigaciones sobre interacción**Interacciones Sociales laborales: Conexiones afectivas positivas y personalidad laboral**

Johana Espinel, Docente, Universidad Estatal de Milagro, Milagro, Ecuador

Angel Barrasa, Profesor, Universidad de Zaragoza, Zaragoza, España

Kerly Alvarez, Docente, Universidad Estatal de Milagro, Milagro, Ecuador

Los rasgos de personalidad afectan al desarrollo de las relaciones sociales existentes (Selfhout et al., 2010), por lo que se estima la existencia de variaciones en la personalidad, en base a la estructura de la red social de cada persona (Clifton, 2014). El objetivo de este estudio era determinar la relación existente entre las relaciones interpersonales; específicamente, las conexiones afectivas positivas y rasgos de personalidad en el trabajo. Se utilizó una muestra de 152 evaluados, donde el mayor número se componía de personal femenino (139), los cuales pertenecen a 5 departamentos de una Institución de Servicios (con edades entre los 21 y 64 años). Para medir las conexiones afectivas positivas, se utilizó una serie de sociogramas, analizados a través del programa informático CIVSoc (Barrasa y Gil, 2004) —que calcula los valores sociométricos individuales y grupales— y, por otra parte, el "Inventario de Preferencias y Personalidad, PAPI" (Cubiks, 2014), ($\alpha=.974$), que incluye 12 necesidades y 14 roles descritos en 161 enunciados sobre el trabajador y su tarea. Los resultados muestran correlaciones significativas entre las conexiones afectivas positivas y la necesidad de organización (-.227**); Rol de Planificador (-.253**); Creatividad (-.211**) y el factor de Responsabilidad (-.234**). Concluyendo que existe un vínculo entre las interacciones sociales laborales, específicamente las conexiones afectivas positivas y aspectos de personalidad como Planificación ($R^2=.064$); Responsabilidad ($R^2=.055$); Necesidad de Organización ($R^2=.051$) y Creatividad ($R^2=.045$); tal como lo demuestran sus regresiones.

Estudios de comunicación y lingüística

La economía de la felicidad: ¿Qué entienden hoy en día los economistas por felicidad?

Araceli María Rojo Gallego Burín, Profesor Sustituto Interino, Universidad de Granada, Granada, España

Marina Rojo Gallego Burín, Personal Técnico de Apoyo a la Investigación, Instituto Interuniversitario de Criminología, Universidad de Granada, Granada, España

Entre los objetos de estudio de la ciencia económica, en sus orígenes, ya destacaba la felicidad o bienestar del individuo. Así, en las obras de los economistas anteriores al siglo XIX las referencias a la felicidad son numerosas. Para los economistas clásicos desde David Hume hasta Karl Marx, pasando por John Stuart Mill o Jeremy Bentham, la felicidad fue un tema de interés. Sin embargo, a principios del siglo XX la revolución conductista y la teoría objetivista de las preferencias reveladas provocó su desaparición del ámbito económico y su sustitución fundamentalmente por la noción de utilidad. No obstante, pese a esta desaparición temporal del ámbito de estudio, en la segunda mitad del siglo XX se recupera en nuestro campo el interés por la mencionada noción, surgiendo la denominada corriente "economía de la felicidad". Se trata de una serie de trabajos económicos que centran su atención en el bienestar subjetivo del hombre e incorporan hallazgos de otras disciplinas tales como la psicología, la sociología, etc. En estos años ha habido una gran expansión del estudio científico del bienestar desde la economía, siendo el objetivo de este trabajo la determinación de la estructura del bienestar del hombre.

Estudios culturales críticos

¿Qué papel tiene la Universidad en la enseñanza de una ética profesional a los estudiantes de Ciencias Empresariales, Económicas y Jurídicas?

Araceli María Rojo Gallego Burín, Profesor Sustituto Interino, Universidad de Granada, Granada, España

Marina Rojo Gallego Burín, Personal Técnico de Apoyo a la Investigación, Instituto Interuniversitario de Criminología, Universidad de Granada, Granada, España

El ejercicio de la profesiones económicas y jurídicas implica en una amplia mayoría de los casos el establecimiento de relaciones de agencia, esto es, un contrato en el que una o más personas emplean a otra persona para desempeñar una actividad en su nombre, lo que conlleva una delegación de autoridad en la toma de decisiones por parte de la primera hacia la segunda. El correcto desempeño de dichas relaciones conlleva necesariamente la posesión de una importante dosis de deontología profesional. Sin olvidar, la premisa de que la profesionalidad comprende además de competencias, una conducta profesional ética. Sin embargo, si analizamos los currículos de los grados en ADE, Economía y Derecho, no encontramos alusión alguna a una formación de este tipo. Ante este vacío, este capítulo viene a analizar el papel de la Universidad en la formación de profesionales de las ramas empresariales y jurídicas en ética y deontología.

Educación en humanidades

El estudio comparado de los modos de transporte históricos de la edad contemporánea: Una perspectiva internacional

Agustín Castillo-Martínez, Universidad de Granada, Granada, España

A principios del siglo XIX, el avance tecnológico de la Revolución Industrial provocó la aparición de numerosos nuevos modos de transporte, casi todos ellos de carácter mecanizado. Con el paso del tiempo, algunos de ellos han reducido drásticamente su importancia, quedando incluso parcial o totalmente obsoletos. La presente comunicación pretende abordar el estudio de estos modos históricos, haciendo particular hincapié en las diversas aproximaciones que se han tomado para su conservación y documentación, presentando casos de estudio internacionales.

Estudios cívicos, políticos y comunitarios

Thursday, 4 July	
16:15-17:55	PARALLEL SESSIONS
Room C5	Intersections Religious Toleration and Peace Project: History and Educational Information and Communications Technology Nadia Hindi, Postdoctoral Researcher, Universidad de Granada, Spain Laura Galián, Postdoctoral Researcher, Departamento de Estudios Semíticos, Universidad de Granada, Granada, Spain The Religious Toleration and Peace (RETOPEA) Project investigates the history of peace treaties and conflict resolution agreements, as well as contemporary representations of religious pluralism in political discourse. This project promotes the <i>longue durée</i> historical analysis by claiming the social and educational function of history as an instrument of knowledge and as a critical tool for the transformation of society through the use of new technologies and the involvement of young people in this process. Teenagers are the agent of their knowledge production throughout 'docutubes'. Docutubes are short documentary films produced using existing technology widely available (such as smartphones), which then can be made available on a website, you-tube channel or via our servers. The students use material drawn from the historical research to produce docutubes that address issues of religious coexistence. The process requires the teenagers to engage with the historical research and thus to encounter different ways of understanding religious coexistence. Both the historical research and the docutubes produce new understandings of religious coexistence by examining key concepts, practical issues, and processes related to interreligious dialogue and coexistence. At the same time, the process of producing the docutubes provides insights into how teenagers learn about religion, and about religious coexistence in particular. 2019 <i>Special Focus - The World 4.0: Convergence of Knowledges and Machines</i> Relationship between Nationalism and Feminism Tarik Bouguerba, Assistant Professor, English, Ibn Tofail, Kenitra, Morocco Feminism and nationalism are variably always incompatible ideological patterns in all contexts. To start with, Nationalism has always been seen in the light of the relationship between feminism and modern forms of citizenship and ultimately against antidemocratic forces. This paper questions and finally examines the theoretical framework within which feminism would be dubbed as a new emerging political body. A case in point would be to argue that feminism in the Moroccan context gained agency by force of the law to have finally resulted in 'a feminist legal discourse'. A 'Moroccan Feminism', I would point out, has been contributing to the struggle for existence and to combat the traditionalist model since the emergence of some NGOs beginning of the 1980s. Theoretically, feminism, as it was at first and is still a political challenge, is therefore a plausible argument for women's autonomy or 'sovereignty' and subsequently designates a standpoint of opposition to fight for the emancipation of women and to subvert the patriarchal mainstream discourses towards changing the human relationship to the better. This paper explores how the concept of nationalism did not only come as a reaction of peoples who were socially, culturally, and religiously at a disadvantage, but it was concurrently a reaction to western hegemony and dominance. Nationalism is always regarded as an exaggerated sentiment of national consciousness. This paper also pins down the possibilities to the emergence of a nationalist or patriotic feminism, if not a transnational feminism. <i>Humanities Education</i> Teaching Italian in Historically Black Colleges and Universities in the United States: Creating a New Academic Program and New Directions in the Humanities from Scratch Nicolino Applauso, Lecturer of Italian, Latin, and Spanish, World Languages and International Studies, Morgan State University, Baltimore, MD, United States This paper is based on the new Italian program launched in Fall 2018 at Morgan State University, one of the largest Historically Black Colleges and Universities (HBCU) in the United States. The program is of historical importance because it is the first time Italian has ever been offered. I reflect on the positive elements as well as the challenges I faced in introducing Italian to minority college students by emphasizing both the question of diversity and the reality of being "a minority" in Italian Studies. The main positive component in teaching Italian to minority students is the creation of new trends that could revive and enrich a field that is currently stationary, and that often does not reflect the current changes in place in our modern society. New connections could be created between Italian and African-American culture, thus energizing Italian Studies as a more inclusive and global discipline. The main challenges in teaching Italian to a body comprised mainly of minority students is the limitation provided by the primary material of instruction that is currently available in the market. Textbooks of Italian language for English-speakers are often geared toward a less diversified representation of Italians, and scarcely represent the emerging population of young native Italian speakers who are not of European descent. This contribution concludes by offering some reflections about the significance of teaching Italian in an HBCU in relation to the current situation of decline in Italian Studies. <i>Communications and Linguistic Studies</i> Morals and Artificial Intelligence in Health Insurance: High-tech Discrimination Arising from Predictive Analytics Dhanya Gopal, Student, Lee Kuan Yew School of Public Policy, Masters Candidate, Singapore, Singapore During the past decade the use of artificial intelligence (AI) in health insurance industry has been on the rise. This phenomenon has been spurred on by advancements in computational technologies. The use of AI in health insurance is believed to bring potentially large savings to private health insurers as the costs of claims management reduce. Predictive analysis in health insurance is the process by which models that are built from health databases of the population are used to assign risk scores to individuals. These risk profiles help administer preventive care to individuals who are at risk of certain types of illnesses. Although these technologies augment the potential to monetize big data in health care, there are growing concerns about the morals of a machine-optimized market. In this paper, I present moral and policy considerations of using AI for predictive-risk, score-based health insurance premiums and coverage. The following two questions concern the subject matter of this paper. (a) Is it morally justified to release vast health data to private companies in order to build reliable models despite numerous cases of data breaches? and, (b) What are the moral problems associated with predictive analysis model based assignment of health risk score? Basing on the analysis that emerged, I advance the following two policy recommendations: Comparative study of models that produces unbiased study on models for the good of the society and big data nudging with the help of AI models to reduce model hazards arising from frivolous misuse of health insurance. 2019 <i>Special Focus - The World 4.0: Convergence of Knowledges and Machines</i>

De terapias alternativas y complementarias a pseudociencias (disenso y consenso): El coproduccionismo de los Estudios Sociales de la Ciencia como marco conceptual para la investigación de sinergias entre ciencia, política y medios de comunicación

Emilia H. Lopera Pareja, Investigadora, Unidad de Investigación en Cultura Científica, Centro de Investigaciones Energéticas, Medioambientales y Tecnológicas (CIEMAT), Madrid, España

Las terapias alternativas y complementarias (TAC) comprenden un amplio y heterogéneo grupo de productos, prácticas y técnicas. La regulación de su uso y las condiciones exigidas para el ejercicio profesional varían ampliamente entre países, por lo que los marcos normativos sobre la materia dependen de cada contexto político y sociocultural. En España, el 14 de noviembre de 2018, el Gobierno presentó el Plan para la Protección de la Salud frente a las Pseudoterapias, una iniciativa política que fija objetivos y acciones dirigidos a proteger a los usuarios. Se trata de un conjunto de medidas sin precedentes tras décadas de un debate social intermitente que ha implicado a políticos, científicos, diversos agentes sociales, medios de comunicación y hasta al propio poder judicial, con motivo de la anulación del decreto catalán sobre terapias naturales de 2007. Tomando el contexto del estado español como estudio de caso, este trabajo analiza las identidades, las instituciones, los discursos y las representaciones que han conducido a la construcción de cierto consenso sobre las TAC bajo la etiqueta de pseudoterapias/pseudociencias. Para ello utilizamos el marco teórico del coproduccionismo. Esbozado por la filósofa de la ciencia Sheila Jasanoff, el coproduccionismo se revela como una aproximación conceptual muy fértil para caracterizar las conexiones que existen entre la capacidad humana para producir conocimiento y la capacidad humana para producir “aparatos” que ordenan y reordenan la sociedad, como las leyes y regulaciones, los grupos de expertos, la burocracia, los grupos de interés y las representaciones mediáticas.

Estudios culturales críticos

Las Humanidades por un mundo más humano

María Eugenia Pareja Tejada, Decana, Universidad Mayor de San Andrés, La Paz, Bolivia

En un mundo marcado por el individualismo, priman los signos de destrucción, violencia y desamparo. A ello se impone una sociedad de mercado y de consumismo, en tanto discurso de supervivencia personal. De este modo, se vive en la precariedad de los vínculos humanos en una sociedad individualista y privatizada, marcada por el carácter transitorio y volátil de sus relaciones. En buena medida, esto hace que hoy en día se relacione la “ciencia” solamente con la tecnología y, en países como Bolivia, se la tome en cuenta alrededor de áreas consideradas “estratégicas” (hidrocarburos, robótica, entre otras), que dejan rédito económico y cubren intereses meramente individualistas. En esa mirada, las ciencias humanas quedan relegadas. De este modo, se vive una era en que la ciencia solo es considerada a través del dato y el dinero (hecho que nos ha deshumanizado). Se reafirma el individualismo en un modelo de globalización y, por ende, en la actualidad, es fundamental potenciar, desde la universidad, un saber que no mutile el conocimiento sobre lo humano. En esta ponencia planteamos que la ciencia se circunscribe a criterios de una compleja actividad social —y, por tanto, humana— que debe ser estudiada en su contexto de producción. Se requiere considerar los episodios de desarrollo no acumulativo, poniendo en cuestionamiento esa visión positivista que está inmersa en las universidades de mirada científica, meramente racional, lineal y con una visión tecnocrática que ignora al ser humano. Es necesario trabajar en las Humanidades por un mundo más humano.

Educación en humanidades

Comportamiento electoral de los jóvenes en España (1982-2016): Un análisis desde las identidades políticas y la participación electoral en elecciones generales

Alejandro Espí Hernández, Doctorando, Universidad de Murcia, Los Montesinos, Alicante, España

En el presente trabajo se abordan diferentes variables que nos permiten comprender el nivel de participación y preferencias políticas de los jóvenes españoles a lo largo de la actual democracia. Unos indicadores de participación electoral que, partiendo de nuestras hipótesis, nos demuestran que los jóvenes participan en elecciones generales en menor porcentaje que los adultos y se ubican ligeramente a la izquierda respecto del resto de grupos etarios. En relación a las preferencias partidarias, el estudio demuestra que los diferentes cambios de color político en España coinciden con un cambio en las preferencias partidarias de los jóvenes, pero no con aumentos de participación electoral entre aquellos. A propósito de esto último, constatamos en el trabajo la existencia de un “abstencionismo estructural” entre el electorado joven. En suma, el trabajo constata un desinterés por la política entre la población joven española, acompañada de una abstención que tiene componente facultativo. Adicionalmente, analizamos los principales motivos que han inducido a los jóvenes a votar determinados partidos en cada convocatoria, así como la evolución de su cercanía a los mismos. Concluimos demostrando el papel protagónico de los jóvenes en las alternancias de poder en España en el periodo entre 1982 a 2016.

Estudios cívicos, políticos y comunitarios

Thursday, 4 July	
16:15-17:55	PARALLEL SESSIONS
Room C6 Continued	Investigación Comunitaria, vereda Bajo Arroyo y la Cooperativa Multiactiva de Productores y Turismo Agropecuario (COMPYTA): Cooperativa COMPYTA y sus relaciones con organizaciones, instituciones y la comunidad veredal de Villamaría, Caldas Rodrigo Giraldo Henao, Estudiante, Universidad Nacional de Colombia, Manizales, Colombia Esteban Marín Hidalgo, Estudiante, Universidad Nacional de Colombia, Manizales, Colombia María Isabel Santacruz Cabrera, Estudiante, Universidad Nacional de Colombia, Manizales, Colombia Natalia Osorio Grajales, Estudiante, Universidad Nacional de Colombia, Manizales, Colombia Pedro Gabriel Contreras Ramírez, Estudiante, Universidad Nacional de Colombia, Manizales, Colombia Se realiza la investigación comunitaria en la zona rural del municipio de Villamaría, Caldas, Colombia, específicamente con los integrantes de la cooperativa Multiactiva de Productores y Turismo Agropecuario (COMPYTA) de la vereda Bajo Arroyo. Esta investigación es resultado de un proceso académico que tenía como interés evidenciar la validez conceptual en cuanto a las relaciones sociales, el capital social y la acción social que posee COMPYTA en relación con la comunidad de la vereda Bajo Arroyo y el aporte que realiza a la misma. Se analizaron las categorías conceptuales y el contexto de la zona a partir de la aplicación de herramientas de análisis y recolección de información, dando como resultado una serie de propuestas abordadas desde la Gestión Cultural y Comunicativa, empleando las relaciones que COMPYTA tiene y puede lograr con organizaciones, instituciones y comunidades. El artículo consta de cuatro partes 1) Marco referencial y metodología; abordada desde los conceptos de Max Weber, Guillermo Briones, Ezequiel Ander-Egg y James Coleman. 2) Contexto municipio, zona de estudio, cooperativa. 3) Resultados, análisis y propuestas desde la Gestión Cultural y Comunicativa, 4) conclusiones. <i>Estudios cívicos, políticos y comunitarios</i>



Media Matters

Identities and Networks through Online Interactions and Contestations: Use of Social Media by Indian Diaspora and Transnationals

Anindita Shome, University of Hyderabad, India

This paper establishes how Indian transnational and diaspora populations in host land(s) try to assert their identities through the use of various social media networks and platforms. It looks into how Indian diaspora as a whole engages with social media to stay connected with its kith and kin; use social media campaigns to be a part of the changes their motherland is going through; take part in online campaigns related to India's political, social, or cultural matters; and try to assimilate in the host land culture through these networking sites. Indian diaspora is often termed as the most connected diaspora in the world, and the leveraging of this diaspora by the Indian government through social media, is testimony to the significance of these online networks to the present Indian diaspora and transnational citizens. This paper would thus focus on understanding how Indian transnational citizens form "digital diasporas" and "cyber grass-roots organisations (CGOs)" to produce new identities for themselves and reproduce already established ones. The use of online campaigns, unique hashtags, and use of Facebook, Instagram, and Twitter to produce unique connections with both the homeland and host lands would be studied.

Critical Cultural Studies

Appraisal and Ideology in Social Media Discourse: Examining Islamophobia in Facebook Users' Comments on Selected British News Articles

Lobna Mohamed, Instructor, English and Scientific Methods, German University in Cairo (GUC), Cairo, Egypt

One of the emerging linguistic fields that use technology as a new way of collecting data and analysis is Corpus Linguistics. Corpus linguistics is the 'art' of understanding humans' collective mind using the help of Corpus tools. Corpus tools have witnessed remarkable technological advances over the last decades. Compiling and storing corpora has become faster and easier, and corpora has become more multifunctional, customizable, and way larger than previously. Conducting a Corpus study helps us learn about what people know (through viewing themes that emerge from the data), and we learn about what people think of what they know (through study of collocations). Therefore, using Sketch Engine as a corpus and quantitative tool, in addition to employing the Appraisal Framework as a traditional qualitative method, this study examines social media content. Users' comments on selected articles will be analyzed. The articles tackle terrorist attacks that took place in the United Kingdom in 2017. Martin and White's (2005) appraisal framework of attitude, graduation, and engagement is used for qualitative analysis. In addition, quantitative analysis of keywords, frequency, and collocations are applied using the corpus tool: Sketch Engine. Moreover, themes that emerge in the comments are highlighted. Afterwards, the evaluative resources, themes in the users' comments, and collocations are compared to the articles themselves. Finally, both qualitative and quantitative results are linked to the three approaches of Islamophobia: the Reductionist approach, the Historical approach, and the Comparative approach, and users' ideological stance are highlighted.

Communications and Linguistic Studies

Scratching Out Tabula Plenus of the Global Cloud Feudalism

Milena Popov, Associate Professor Adjunct, John Jay College of Criminal Justice, Brooklyn College, The City University of New York, United States

In idiosyncratic domain of the networked machines the Stack that populates our environment and reality, new form of global governance arise - Cloud State or Cloud Feudalism (as one layer of the Stack), as Benjamin Bratton notices. This new, almost sovereign state issues new IDs (Google ID, Apple ID) that grant access to the new sociopolitical body - user to use its infrastructure services in exchange for user's attention. As Jonathan Crary underlines, this technological dystopia demands user's attention 24/7, thus transforming homo economicus into global user caught up in closed cycle of relentless rhythm of technological production and consumption, entertaining itself to death in this digital heterotopia. Is there a possibility to get out of this magic cycle, or at least rest? This paper explores artistic, design, architectural, or other ways of scratching out tabula plenus of the global cloud feudalism.

Critical Cultural Studies

Mistrust and Suspicion – Representation of Values in Israel Television Commercials

Amit Lavie-Dinur, The Interdisciplinary Center Herzliya, Israel

Researchers have argued that advertisers use the public's values and conventional beliefs in their own interests, which allows us to learn about the dominant values in a society from its advertisements. In this research we analyze the value changes reflected in Israeli television commercials between 2012 and 2016 and uncover messages that advertisers did not necessarily intend to convey. We would like to see in reality the Israeli society that is represented and reflected in advertisements that portray a, pleasant, inviting, consumer-friendly, ideal world. The analysis of the commercials in the current study discloses the deep currents beneath the surface and allows researchers to understand how major changes in Israeli society emerge over time. The values that we found emphasize inadequacy and social divisions, distrust, infidelity, irresponsibility, the subversion of child-adult and male-female relations, and financial anxiety.

Critical Cultural Studies

Thursday, 4 July	
16:15-17:55	PARALLEL SESSIONS
Room A11	Spiritually Speaking A Prudent Man Foreseeth Evil: The Limits of Ethno-Religious Hatred in Two Plays by Antonio Enríquez Gómez Alexander Mc Nair, Associate Professor, Modern Languages and Cultures, Baylor University, Waco, TX, United States In Act I of Antonio Enríquez Gómez's <i>El Valiente Campuzano</i>, the protagonist's sister claims that her bigoted and rash brother "tiene más de valiente que de avisado y prudente" (he is braver than he is smart or prudent), which seems a folk saying and, indeed, echoes the biblical proverb that "el avisado ve el mal" or "the prudent man foreseeeth evil" (22:3). Campuzano seethes with hatred for his sister's suitor, whom he accuses of having Morisco blood (i.e., being descended from Spanish Muslims). This paper explored the limits of ethno-religiously inspired hatred in two plays from around 1660: <i>El Valiente Campuzano</i> and <i>El Noble Siempre es Valiente</i>. In both plays, patriotism and bravery are associated with old enmities among Christians, Jews, and Muslims. Hatred appears to have no bounds for some characters, but the Crypto-Jewish writer problematizes this hatred at every turn. How can religious difference, for example, be the basis for mutual hatred after conversion nominally erases that difference? At what point must perceived ethnic or racial differences give way to more practical (economic) considerations? Bravery is typically considered a positive attribute, but is it appropriate when predicated on patriotism, defined in ethnic or religious terms? The playwright clearly establishes some boundaries for hatred, perhaps indicating that it is never entirely beneficial, and that ethnic or religious hatreds in particular are counterproductive. <i>Literary Humanities</i> When the Angels Played: Historicism and Theology in Walter Benjamin's Literary Criticism Elsa Costa, PhD Candidate, History, Duke University, Durham, United States Walter Benjamin is well known for his lapse from Judaeo-Christian mysticism to Marxism around 1923. Less famously, he made a partial return to theology around 1939, possibly as a consequence of the Hitler-Stalin pact. This article offers a new interpretation of Benjamin's theoretical phases. In his earliest work, most of Benjamin's cues are from Platonism or Christianity and his assessment of literary works runs according to their conformity with his theory of divine emanation. This is followed by an intermediate period from 1920-1925. During this period Benjamin is preoccupied with and endorses a Baroque vision of history and literature. As I demonstrate in the middle section of this paper, this vision is still underwritten by theology, but a theology of divine absconsion. In Benjamin's final phase, from 1925 to his death in 1940, divine absconsion has become so complete as to render Benjamin's literary theory indistinguishable from that of a committed materialist. Benjamin wishes, however, to recuperate theology even after every possible trace of divine presence in materiality has been eradicated, believing that this recuperation is only possible after no traces remain. This leads in practice to Benjamin's belief that the medium is or generates the message, although Benjamin vacillates on whether this is a new development. In the final section of this paper, I examine whether this elevation of medium, most famously articulated in "The Work of Art in the Age of Mechanical Reproduction," is an extension of his prior Baroque vision or constitutes a decisive break from it. <i>Literary Humanities</i> Spinning Muses: Eros, Death, and Tragedy Mark Kelley, American Public University System, United States In Freud's late work <i>Civilization and Its Discontents</i>, the human inclination to aggression is seen as an original instinctual disposition, one that constitutes, for Freud, the greatest impediment to civilization. Thus the meaning of the evolution of civilization is no longer obscure for Freud: it is the struggle between Eros and Death, between the instinct of life and the instinct of destruction, as it works itself out in the drama of the human species. Freud ended his work with what seems profoundly relevant to the study of Greek and early modern English tragedy: "The fateful question for the human species", Freud writes, is "whether and to what extent their cultural development will succeed in mastering the disturbance of their communal life by the human instinct of aggression and self-destruction" (92). This essay examines Freud's core thesis on aggression and self-destruction through the tragedies of Sophocles, Euripides, Shakespeare, and Milton. <i>Literary Humanities</i>

Thursday, 4 July	
16:15-17:55	PARALLEL SESSIONS
Room A12	Themes and Trends What's in a Name?: Authorship, Literary Style, and Distant Reading Matthew Hannah, Assistant Professor of Digital Humanities, Information and Library Science, Purdue University, West Lafayette, United States What makes an author unique? How does authorship suggest a style, a form unique to a particular writer's consciousness? Can we measure such variations in style? Literary studies have tried to parse questions such as these through focused close readings of individual texts. Such efforts have led to periodization in which literary epochs are disambiguated based on literary style. Focusing on the shift from the 19th to 20th century, Matthew Hannah graphs semantic shifts in literary language applying distant reading methods. Analyzing a corpus of some one hundred canonical British novels, Hannah charts divergences in language used between the two periods by applying statistical program R to dissect and classify texts into categories based on word quantities proximal to other clusters of frequently used words. This process of quantifying and clustering produces outputs demonstrating how modern literature departed—or didn't—from nineteenth-century writing and provides clear stylistic groupings of similarly written novels, producing a taxonomy of literary texts that is often surprising and illuminating. Using this analysis as a starting point, Hannah then questions the attribution of style to authorship and interrogates the notion of periodization as a metric for literary study. <i>Literary Humanities</i> Literature and the Ethics of Care: Your Heart is a Muscle the Size of a Fist Isabel Alonso Breto, Professora Agregada, Llengües i Literatures Modernes i Estudis Anglesos, Universitat de Barcelona, Spain As opposed to a morality based on the ethics of justice or the ethics of virtue, the ethics of care has been conceived as a relational guide, directed by the consciousness of the need to pay attention to and care for other human beings. Its focus is "on the compelling moral salience of attending to and meeting the needs of the particular others for whom we take responsibility" (Held 2006: 9). In this paper, I posit that the ethics of care can be seen to play a pivotal role in literary works at large, and will argue my case through the discussion of Sunil Yapa's 2016 novel <i>Your Heart is a Muscle the Size of a Fist</i> . This novel responds to the wish to inscribe in the history of fiction the so-called "Battle of Seattle" (1999), a crucial set of events which would inspire and inflect ensuing anti-globalization movements. Incorporating Hardt and Negri's concept of the Multitude, my paper proposes an exegesis of this novel which capitalizes on the crucial preoccupation that humans have for other human beings, and on the innate wish to actively take care of the Other and improve his or her life conditions. <i>Literary Humanities</i>



Thursday, 4 July	
16:15-17:55	PARALLEL SESSIONS
Room A13	Workshops Discovering Don Quixote through Film, Literature, Language, Music and Poetry William Law, Assistant Director, Performing Arts, North Dakota State University, Fargo, United States Carlos Hawley, Hawley, North Dakota State University, Fargo, United States Exploring the continuing influence of Don Quixote through example of contemporary jazz music. The 500 year old story of Don Quixote continues to inspire artists in every genre including contemporary jazz. Examples will include Kenny Wheeler's 1969 recording Windmill Tilter, and Tom Harrell's 2014 recording Trip. This workshop incorporates a digital audio presentation and related activities. <i>Literary Humanities</i> Ideas that Have Shaped the World: An Innovative First-Year Seminar in Humanistic Inquiry Melinda Schlitt, Professor of Art History; William W. Edel Professor of Humanities, Art & Art History, Dickinson College, Carlisle, United States Marc Mastrangelo, Professor, Classical Studies, Dickinson College, United States Why do ideas matter? What is the relationship between the individual and community? How can we define human nature? What is justice? Are there universal moral principles? Or, are our actions moral according to the moment and place in which we find ourselves? In this interactive session, we discuss and share the successes of a unique undergraduate first-year seminar, developed by fifteen faculty members at Dickinson College beginning in 2009. As of 2017, twenty-nine faculty from nineteen departments across all academic divisions (Humanities, Social Sciences, Sciences), have taught this course - an unprecedented fact in the 245-year history of the College. Entirely administered by faculty, the seminar is based on the principle of a common syllabus and texts that are read simultaneously in multiple course sections, and moves from Ancient Greece to the Post-Colonial world in examining individuality, community, democracy, capitalism, and technology. A central question is, "How do the ideas of these authors -- all from different cultures and eras -- resonate across time and help us understand our present experience within a global community?" Annual surveys of graduating seniors who took this course as first-year students reveal the resonance and impact of the content and assignments of the seminar throughout their college careers. We believe that our initiative, and the manner in which we have structured and taught this course and recruited faculty to teach it, can serve as a model for other faculty in the Humanities seeking to foreground pedagogy that is rooted in intellectual and humanistic inquiry. <i>Humanities Education</i>



Thursday, 4 July	
16:15-17:55	PARALLEL SESSIONS
Room A14	Literatura e historia El dulce fruto de Emilio Díaz Valcárcel: Visto a través de la estructura mítica del héroe de Joseph Campbell, la pluridimensionalidad en lo social de Georg Lukács, el estructuralismo genético de Lucien Goldmann y la poética social del Círculo lingüístico de Praga de Mijaíl M. Bajtín Iván Segarra Báez, Catedrático Auxiliar, Pontificia Universidad Católica de Puerto Rico, Ponce, Puerto Rico El presente trabajo intenta explorar y analizar la novela "El dulce fruto" (2007) del escritor puertorriqueño Emilio Díaz Valcárcel desde la complejidad de diversas teorías literarias como la estructura mítica del héroe de Joseph Campbell, la pluridimensionalidad en lo social de Georg Lukács, el estructuralismo genético de Lucien Goldmann y la poética social de Mijaíl Bajtín dentro de la cultura nacional puertorriqueña. La novela "El dulce fruto" de Emilio Díaz Valcárcel exhibe diversos ángulos del contexto de una pluridimensionalidad discursiva de grandes magnitudes históricas y contextuales de la diversidad lingüística que valdrá la pena explorar en su discurso novelístico. <i>Humanidades literarias</i> Exilio político de la escritora colombiana Inés Aminta Consuegra en Nueva York: Recuperación de su obra Adriana Rosas Consuegra, Profesora de literatura, Universidad del Norte, Barranquilla, Atlántico, Colombia Se estudiará la obra de la escritora del Caribe colombiano, Inés Aminta Consuegra, expulsada de su país por el gobierno conservador de Rafael Núñez (por sus críticas periodísticas y su novela "Meditaciones del General Ricardo Gaitán O. en su prisión de Cartagena y Panamá"). Consuegra fue la primera mujer desterrada de Colombia por sus escritos. También se analizarán los efectos del exilio en su producción literaria, y su relación con otros escritores latinoamericanos en Nueva York, como José María Vargas Vila, en torno a varias revistas publicadas en sus años comunes de exilio. Se procederá a la recuperación de su obra, ya que es una escritora olvidada por los críticos literarios y lectores. Y se intentará esclarecer cómo el exilio afectó su producción y difusión literaria, así como su vida personal y familiar. <i>Humanidades literarias</i> De esclavos psicológicos a mercancías: La puesta en valor de los artefactos históricos vinculados a la Revolución Cubana Osmany Suárez Rivero, Doctorando, Universidad Iberoamericana A. C, Ciudad de México, México Tomando en consideración la premisa deleuziana de que el territorio es un acto, proponemos un análisis del carácter performativo de las prácticas sociales en la Plaza de Armas del Centro Histórico Urbano Habanero, atendiendo principalmente a las experiencias de consumo de los artefactos históricos vinculados a la Revolución Cubana. En tal sentido, dichos artefactos (medallas, banderas, fotografías de guerra y de actos políticos, etc.) como aparatos ideológicos de la memoria, posibilitan comprender un atisbo de las formas de desplazamiento que sufren muchos objetos en la actualidad desde sus valores simbólicos, de uso, etc., al régimen mercantil. Al respecto, el despliegue de estos "objetos" encontrados por los turistas sobre las mesas de los comerciantes en la Plaza de Armas, revela la labilidad de varias narrativas históricas en torno al ser nacional cubano y el carácter metonímico imputado al proceso revolucionario, fundamentalmente por la manera en que se construye verbal, visual y escénicamente la significación de la memoria más allá de la textura física del artefacto. Cuando estos artefactos yacen frente a la mirada romántica de un "otro cultural" atestado de la voracidad del consumo turístico, a la hermenéutica cultural antropológica se le plantea una pregunta clave: ¿Qué dimensión alcanza el imaginario sobre la Revolución en el siglo XXI desde la resemantización de representaciones históricas que se consumen como fetiches culturales? <i>Estudios culturales críticos</i> Julio César: Del texto histórico al escenario isabelino Ínsaf Larrud, Estudiante de posgrado, UNED, Universidad de Granada, Granada, España El presente trabajo pretende trazar un recorrido desde las fuentes históricas y literarias que inspirarían "Julio César" —una de las tragedias más complejas de William Shakespeare— hasta el escenario isabelino. ¿Cuáles son los eventos históricos en los que está basada la obra y, sobre todo, cómo reelabora el magistral "Cisne de Avon" dichos acontecimientos? La competencia de nuestro trabajo no es ni discernir la veracidad de los hechos históricos en cuestión, ni mucho menos juzgar la figura de Julio César, sino la estricta relación entre los supuestos históricos tal y como los recoge la tradición clásica y la crítica en relación con el texto en cuestión; centrándonos principalmente en la traducción de Thomas North de la obra de Plutarco —que le serviría a Shakespeare como primera fuente de inspiración—, así como los hechos que nos relata Suetonio en "La vida de los doce Césares". <i>Humanidades literarias</i>



Thursday, 4 July	
16:15-17:55	PARALLEL SESSIONS
Room A15	Diseños y estrategias Diseño de experiencia social: Proyectos de Diseño Lilian González, Coordinación académica, Universidad Anáhuac, Ciudad de México, México La ponencia expone los proyectos de diseño que se han desarrollado a partir de la mi línea de investigación Doctoral: “Diseño de experiencia social”. La investigación ha generado un análisis de las principales metodologías sobre el “diseño de experiencias” dentro del campo del Diseño y del arte, para confrontarlas entre ellas y probarlas a partir de distintos proyectos de diseño. Además, se han analizado casos de estudio sobre el “diseño de experiencias” para revisar sus metodologías creativas y el impacto que éstas han tenido sobre los usuarios. El análisis de las diferentes metodologías de diseño y los casos de estudio sirvieron para aplicarlas posteriormente a proyectos reales, que han sido dirigidos por mí y realizados por los estudiantes de la licenciatura en Diseño Industrial de la Universidad Anáhuac. Por lo tanto, se han generado diseños que parten de lo que denomino “diseño experiencia social”, en diferentes temáticas y que se han podido probar para ver el impacto que cada una de ellas ofrece y cuáles han sido sus ventajas y a partir de esto poder generar un resultado crítico del proceso creativo. Las temáticas son: 1) Instalación para el terremoto del 19 de septiembre 2017, en el marco del DWM. 2) Instalación para personas en situación de calle en el Museo Tamayo. 3) Diseño de Relojería para personas con Discapacidad. 4) Diseño de Relojería bajo la temática de “Inclusión social”. <i>Educación en humanidades</i> El diseño industrial y su relación con las humanidades en la construcción de un mundo artificial, inclusivo y plural Melissa De La Luz Díaz Quiroz, Profesora, Universidad de Monterrey, Monterrey, México Actualmente, más del 50% de la población del planeta habita en zonas urbanas, y las tendencias indican que este porcentaje alcanzará casi un 70% en 2050, lo que implica una gran concentración de personas en un espacio geográfico relativamente reducido que compiten —en menor o mayor medida— por recursos, espacio y oportunidades. Al mismo tiempo, el envejecimiento de la población es una situación recurrente en la mayoría de los países, especialmente en Europa, Asia y Norteamérica. Al conjugar estas dos situaciones, se visualiza un futuro inmediato —en muchos casos ya tangible y frecuente— en donde personas mayores participan activamente en la sociedad (y no solo en actividades sociales o de recreación, sino que deben permanecer activas en el mercado laboral), y en la constante competencia por los recursos y oportunidades cada vez más escasos dentro de muchas ciudades. Ante esta perspectiva, el diseño industrial, como una de las disciplinas autoras del mundo artificial, tiene la responsabilidad de responder ante estas situaciones, donde la persona (el usuario) se ve ante una limitación (cada vez mayor) de sus capacidades, por el paso natural del tiempo, y también una competencia donde justo sus capacidades se vuelven un factor crítico. Las humanidades resultan sumamente importantes en la construcción de un mundo artificial inclusivo, pues al vincularse estas dos disciplinas, las soluciones de diseño —generadas desde la interdisciplina— resultan inclusivas, plurales, de una mayor riqueza y versatilidad, y capaces de afrontar presentes y futuras tendencias sociales de la vida moderna. <i>Estudios culturales críticos</i> Praxis en la gestión estratégica como factor integrador para la responsabilidad social universitaria, Universidad de Pamplona (Colombia) Javier Mauricio García Mogollón, Docente, Universidad de Pamplona, Norte de Santander, Colombia Andrea Ramón, Coinvestigadora, Universidad de Pamplona, Norte de Santander, Colombia La cultura estratégica es un tema poco ahondado en organizaciones universitarias en el contexto latinoamericano y escasamente vinculado con la Responsabilidad Social Universitaria (RSU). Estos dos términos presentan una disrupción. Por un lado, se proyecta lo planificado y el hacer. Asimismo, han tenido una serie de percepciones identificadas en la Aproximación al Fenómeno de Estudio-Situación Problema.. Parte de la motivación de este trabajo se refleja en el propósito que emerge en los resultados: Comprender la Cultura Estratégica como factor vinculante de la responsabilidad social universitaria en la Universidad de Pamplona. Se logró recabar datos, primeros resultados y avatares del curso en la investigación. Este trabajo se ubica en el paradigma postpositivista, con enfoque cualitativo. Se diseñó el proceso de investigación adaptado: aproximación al fenómeno, orientación epistemológica, aproximación teórica al fenómeno, estudios afines, saber teórico, develación de significados. Los aportes en la perspectiva teórica lograron categorías medulares a partir de las entrevistas en profundidad, que generaron significados que permitieron interpretar la data contrastando la realidad, teoría referencial, generando nueva teoría sustantiva. Desde el punto de vista práctico, permitió presentar soluciones valederas a partir de la recolección de impresiones del fenómeno, lo que generó conclusiones en la emergencia de un diagnóstico estratégico, la formulación de objetivos, el diseño e implementación de estrategias y el control como medida para reorientar acciones e incluso, la optimización de los procesos de la cultura corporativa. <i>Educación en humanidades</i> ¿Cómo enseñar "Diseño Emocional"?: Diseño para desórdenes mentales Mariana Alvarado, Associate Profesora, Universidad de Monterrey, Monterrey, México Este estudio busca generar nuevos parámetros para responder a los efectos de los problemas de salud mental, buscando (a través de la enseñanza del "Diseño Emocional") un acercamiento y entendimiento de los estudiantes a problemáticas globales, como lo son los desórdenes mentales. Este proyecto busca apoyar el desarrollo, en un mundo inclusivo, de las nuevas generaciones que viven a la sombra de las enfermedades mentales; implementando estrategias de enseñanza —a través del "Diseño Emocional"— para los futuros diseñadores. Esto se lleva a cabo aprendiendo a diseñar experiencias, productos y servicios que los incluyan en la sociedad y en nuestras ciudades. <i>Educación en humanidades</i>

Nociones jurídicas y políticas**La importancia de los archivos judiciales en la investigación histórico-jurídica: Fuentes documentales para el estudio de la criminalidad en Bucaramanga, Colombia (1900-1950)**

Rene Álvarez Orozco, Profesor Investigador, Universidad Industrial de Santander, Bucaramanga, Colombia

Javier Acevedo Guerrero, Universidad Industrial de Santander, Bucaramanga, Colombia

El presente trabajo es resultado de la fase de exploración, bibliográfica y documental, que se realiza en el desarrollo de un proyecto de investigación —encaminado al estudio de la criminalidad y la justicia penal en la ciudad de Bucaramanga (Colombia), durante la primera mitad del siglo XX—. Se pretende mostrar la importancia de abordar el estudio de la criminalidad desde la perspectiva de la investigación histórico-jurídica. La realización de este proyecto ha requerido, necesariamente, la revisión de fuente primaria documental, como son los expedientes judiciales del Archivo Judicial de Bucaramanga. Es por ello que, el objeto del presente trabajo, consiste en mostrar la utilidad que el expediente judicial puede representar para la investigación histórico-jurídica.

Libros, edición y bibliotecas

El habitar en las políticas públicas a escala urbana: El hábitat, una realidad más allá de la vivienda...

Anne Catherine Chardon, Professor-researcher, Laboratoire de recherche ESPI2R, Ecole Supérieure des Professions Immobilières (ESPI), París, Francia

Las políticas públicas suelen restringir el concepto de hábitat al de vivienda, limitando el enfoque de análisis y las acciones emprendidas al ámbito físico-espacial. El hábitat es considerado de muros hacia adentro, lejos de un interés por el habitar, es decir, la expresión compleja de ser y estar en la tierra en un proceso continuo de territorialización tanto a nivel individual como colectivo. Las políticas “habitacionales” expresan a menudo una visión más asociada a la noción simple de resguardo para los individuos y sus bienes (respondiendo a un déficit crónico de vivienda), que a la voluntad de participar de la construcción de un cuadro y sistema de vida, donde se facilite la identificación de los habitantes con estos, el hecho de enraizarse ahí y, de igual forma, poderse desarrollar y proyectar a partir de ahí, en todos los ámbitos social, económico, cultural, emocional, laboral, físico-espacial, etc. En efecto, la acción de habitar va mucho más allá de ocupar. Tiene un significado multidimensional, porque al habitar, el poblador establece conexiones con todos los elementos tangibles e intangibles de su entorno, los utiliza, interviene. Por consiguiente, se propone una reflexión en torno al desarrollo de los conceptos de hábitat y habitar en las políticas públicas de intervención sobre el territorio, con el fin de que estas últimas sean la expresión de una visión más integral de las dinámicas urbanas, donde la participación proactiva, el bienestar y el desarrollo de los habitantes estén en el centro de las preocupaciones.

Estudios cívicos, políticos y comunitarios

La conformación del teatro anarquista Nuevos Horizontes y su función social mediante el arte

Laura Helena Arraya Pareja, Investigadora, Centro de investigaciones sociales (CIS), La Paz, Bolivia

El arte es el medio por el cual se representan muchos sistemas sociales, culturales, políticos y económicos que no deben pasar desapercibidos. Es por ello que no se debe ver el arte solamente como un elemento de contemplación, sino como una representación simbólica de la sociedad. Por tal motivo investigar las repercusiones que tuvo el trabajo realizado por el conjunto teatral Nuevos Horizontes, que desarrolló un proyecto cultural anarquista expresado en el trabajo teatral, dirigido a diferentes sectores de Bolivia. El trabajo de Nuevos Horizontes se dio a mediados del siglo XX, cuando las condiciones sociales y políticas dentro de Bolivia eran muy complejas. En 1946, Bolivia se caracterizaba como una nación cuya economía se basaba en la minería. Los mineros no tenían las condiciones adecuadas para trabajar y la expectativa de vida era hasta los 35 años a causa de la silicosis. En este contexto surge el conjunto teatral Nuevos Horizontes, que tuvo su origen en la población minera de Tupiza, al sur de Potosí. A fines de 1945, el equipo deportivo The Strongests, mediante su sección de arte y cultura, realizó una presentación teatral en esta población. Allí llegó Liber Forti, un argentino anarquista, que se dedicó al teatro desde muy joven. Forti dedicó su vida al teatro y al trabajo sindical con los obreros-mineros, pues consideraba que los mineros eran la fuerza económica y social más importante del país.

Estudios culturales críticos

El legislador, la ley y la ética ciudadana en “El Político” de Platón: Un análisis desde la ética y la filosofía del derecho

Luis Gonzaga Roger Castillo, Centro de Estudios Bizantinos, Neogriegos y Chipriotas, Granada, España

El diálogo “El político” se considera una de las obras de madurez de Platón. En ella aparece expuesta la teoría general del derecho platónico. El intento de definir al político conlleva la necesidad de definir la figura del legislador. El político ideal no tendría necesidad de recurrir a leyes positivas, puesto que sería capaz de atender a cada situación concreta del modo adecuado. La ley positiva y, en general, los códigos legales, surgen ante la ausencia de la auténtica política y pretenden mantener una determinada organización social e impedir la pérdida de cohesión y armonía. La acción, tanto del político legislador como de la ley, es doble. Por una parte, controlar a los ciudadanos perniciosos para la sociedad; por otra parte, requiere conocer las diferentes éticas ciudadanas y hacer concordar los distintos tipos de virtud, contrarios en apariencia. En la presente investigación, se parte de textos originales y fuentes primarias para sistematizar la filosofía del derecho en “El Político” y su correspondencia ética. Además, se analiza el contexto y posición en el corpus platónico así como su recepción y papel en la formación ético-política en el neoplatonismo posterior y su relevancia en la historia de la filosofía.

Humanidades literarias

Friday, 5 July	
08:00-08:45	Conference Registration Desk Open/Mesa de inscripción abierta
08:45-09:00	Books, Publishing, and Libraries Conference Opening/Inauguración del Congreso de Libros, Edición y Bibliotecas—Dr. Bill Cope, President, Common Ground Research Networks
09:00-09:10	Daily Update/Noticias del día—Dr. Bill Cope, President, Common Ground Research Networks
09:10-09:40	Plenary Session/Sesión plenaria—Dr. Bill Cope, President, Common Ground Research Networks, Champaign, United States
09:40-10:10	Garden Conversation/Charlas de jardín
	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. Las charlas de jardín son sesiones informales no estructuradas que permiten reunirse con ponentes plenarios y conversar tranquilamente sobre temas derivados de su ponencia. Cuando el lugar y el clima lo permiten, se realizan en el exterior.
10:10-10:55	Talking Circles II/Mesas redondas II
	Held on the first and third day of the conference, Talking Circles offer an 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. Room A2 - Estudios culturales críticos (español) Room A3 - Estudios de comunicación y lingüística (español) Room A4 - Humanidades literarias (español) Room A5 - Estudios cívicos, políticos y comunitarios (español) Room A10 – Critical Cultural Studies and Civic, Political, and Community Studies (English) Room A11 – Communication and Linguistics Studies, and Humanities Education (English) Room A12 – Literary Humanities (English) Room A13 – Publishing Practices: Past, Present, and Future; and 2019 Special Focus: Publishing Eceologies and the Fourth Industrial Revolution (English) Room C6 – Reading, Writing, Literacy, and Learning; and Books and Libraries (English)
10:55-12:35	PARALLEL SESSIONS

Friday, 5 July	
10:55-12:35	PARALLEL SESSIONS
Plenary Room	Arab Contexts Arab Students Success in Higher Education in Israel Ronit Reuven Even Zahav, Dr. Head of Social Work Department, Social Work, Ruppin Academic Center, Emek Hefer, Israel Despite the rise in the number of Arab students in higher education in recent years, the Arab population in Israel is still underrepresented in higher education. However, the factors that may explain minority students' success in higher education remain unclear due to the reliance on traditional western research models, with limited ability to explain success among diverse student populations. This research seeks to address this problem by applying Moseus' (2014) innovative model for assessing the social and cultural environment of academic institutions (Culturally Engaging Campus Environments [CECE]). Based on the CECE model, the research examines the contribution of pre-college characteristics, personal factors, the campus environment, family and social support, and the socio-political context to predicting college success outcomes of Arab students in Israeli higher education. This mixed-method longitudinal study includes two groups: 1000 Arab undergraduate students at various departments in several universities and colleges in Israel and 180 academic staff of departments. The quantitative and qualitative data collected at two time points in the course of the bachelor degree studies: at the end of first semester of the students' first year and upon completion of their studies at the end of the study's third year. The analysis focuses on preliminary findings comparing different types of academic institutions and three groups of participants. We discuss the factors associated with the success of Arab students in higher education system. The findings lay the groundwork for understanding of minority groups, particularly in situations of political conflict. <i>Humanities Education</i> Glossing the Glossary: Digital Approaches to Paratexts and Power in Arabic Literature Dima Ayoub, Middlebury College, United States Against the backdrop of the expanding corpus of Arabic fiction translated into English, Spanish, and French, paratextual elements have become mainstays of the translation industry, ranging from glossaries and footnotes, to introductions and translator's notes. Through an analysis of paratextual elements present in these texts, I consider how paratexts, and glossaries in particular, represent instances of translation in translation, that is, literary mechanisms embedded within the boundaries of the translation that participate in the hermeneutical life of the translated text. Over the course of the past decade, I have built a database of digitized paratexts drawn from a broad swath of translated Arabic fiction published since 1970. Moving beyond the tensions between big data and 'close reading', I developed a database that encompasses over 500 titles of Arabic-to-English, Spanish, and French translations that would allow me to look not only at the intricacies of individual glossaries, but also at larger lexical trends over time. The database, while useful as a tool for bringing specific words into focus, as well as panning outwards to look for lexical patterns in the glossary, has also forced me to contend with the challenge of avoiding reductive causation when using big data. In that vein, this paper also considers the limitations of bridging literary analysis with digital research methods, and asks how techniques for analyzing big data can be limiting on the one hand, while also creating new methodological possibilities for a humanities-based project on the other. <i>2019 Special Focus - The World 4.0: Convergence of Knowledges and Machines</i> The Distribution and Function of Metonyms in Classical Arabic Yousif Elhindi, Dr./Professor, Literature and Language, East Tennessee State University, Johnson City, Tennessee, United States Metonymy has traditionally been defined as a figure of speech where one entity is used to stand for another contiguous entity. The study of this figure of speech has often been pursued as a type of metaphor. Moreover, the bulk of the research investigating metonymy, has examined its use in European languages. The development of cognitive linguistics, however, has resulted in a number of scholarly works that analyzed metonyms independently of metaphors, addressing their rhetorical effects in typologically diverse languages. This research looks into the function of metonyms in Classical Arabic by investigating their distribution in the Quran and pre-Islamic poetry. The study also examines the effect of genre type on metonymy distribution and rhetorical consequences. <i>Communications and Linguistic Studies</i> Silence and Its Echoes in Contemporary Franco-Muslim Literature Françoise Watts, Randolph College, United States Contemporary literature by authors emanating from the Muslim communities in France show ambivalence between the presence of many forms of silences, and that of a willful and very vocal expression of the self. One can wonder about is the quality of those silences? Who was silent, is still silent, and why? What voices have replaced those silences, and what messages do they carry? Are the silences conveyors of repression or wisdom? Are the voices, voices of anger or appeasement? This opposition sheds light on the experience of the Muslim communities in France. It will be studied in works by Tahar Ben Jelloun, Medhi Charef, Magyd Cherfi and Alice Zeniter. <i>Critical Cultural Studies</i>



Friday, 5 July	
10:55-12:35	PARALLEL SESSIONS
Room A2	People and Places Narrating the Global Village: Tales of Tolerance in Rural Spain Christina Civantos, Professor, Modern Languages & Literatures, University of Miami, Miami, United States How does a small town in rural Spain function with apparent harmony and tolerance in spite of being a living global village? How do narratives about this town represent its multicultural and multiconfessional fabric and what gets erased from such representations? My interdisciplinary study responds to these questions as a first step toward an ethnography and narrative analysis of the Andalusian town of Órgiva and its broader implications in an increasingly globalized, yet conflict-ridden world. Órgiva, a town of approximately 6,000 inhabitants, boasts residents of sixty-eight nationalities and practitioners of various spiritual and healing traditions, among them the largest Sufi community in Spain. Literary and multimedia storytelling platforms have contributed to drawing people to Órgiva and also to fashioning a particular narrative about it. Most notably, in its second season the highly popular Spanish digital television show Radio Gaga dedicated an episode to Órgiva. The show features two personable hipsters who visit communities in Spain using localized radio transmission to connect with community members and draw them in to share their stories. The 2018 Órgiva episode portrays the town as a place where people can rebuild their shattered lives in a tolerant space. However, this narrative, built upon the community-members' life stories, completely erases one constituency in the town: Moroccan immigrants. I consider why this group of economic migrants is ignored, in favor of a focus on European converts to Islam who can be understood as "spiritual migrants," and what this narration of Órgiva reveals about dominant conceptions of tolerance. <i>Critical Cultural Studies</i> Small Town, Big Hell: Living with HIV/AIDS in Rural South Africa in Jonny Steinberg's The Three Letter Plague Oscar Ortega Montero, Adjunct Lecturer, English Studies, University of Barcelona, Barcelona, Spain South Africa is considered to be 'home' to the deadliest disease ever known in our contemporary age hitherto: HIV/AIDS. According to UNAIDS data (2018), East and Southern Africa alone concentrate nearly 50% of the people living with the disease in the world. Within the larger framework of this mind-numbing statistics, Jonny Steinberg's The Three Letter Plague (2008) makes the disease engaging to individuals and communities who have barely thought of the far-reaching consequences of the disease, very especially on a social level. In so doing, the author walks the reader through the untimely HIV/AIDS epidemics in one of the most affected areas by the virus in rural South Africa, Lusikisiki (KwaZulu-Natal), through the lens of a young man nicknamed Sizwe, a rural entrepreneur tested HIV-positive who aims high in life and who is likewise willing to share the place that AIDS has in his life with the readers community. The story of Sizwe helps explore the ravages of AIDS epidemic in a stifling rural atmosphere dominated by superstitious beliefs and tight social structures, where the silence of a terrified community about the impact of the disease on villagers impinges on the natural flow of social relations. In this bleak state of affairs, the power of life writing emerges to challenge both the silence and fear associated with the stigma of coping with HIV/AIDS, thus enabling readers to have first-hand knowledge on the dynamics of rural South Africa when it comes to health. <i>Civic, Political, and Community Studies</i> The Other Side of Partition: Transgenerational Traumas after the Partition in India, Second Generation Bengali Narratives Dolors Ortega Arévalo, Doctor/Associate Professor, Llungües i Literatures Modernes i Estudis Anglesos, Universitat de Barcelona, Barcelona, Spain The Partition of India was one of the crucial moments marking the transition between the colonial and postcolonial era. Partition has become ever since a long-term process that continues to elicit political, cultural, and emotional contexts in South Asia. The creation of Pakistan as a homeland for South Asian Muslims involved the division of Bengal and Punjab along religious lines and while the celebratory narratives of decolonization and nationhood marked the official historiographies of 1947, trauma, loss and displacement were not part of the narrative. It was not until the 1980s that Partition received discursive space in official historiography or memory. In the 1990s and the first decade of the 21st century revisionist historiographical, sociological, and cultural scholarship on the Partition was developed. Although the focus was first on testimonial narratives, oral histories, and empirical studies, more recent historiography of Partition has tended to open its archival scope and rely on literary texts as artifacts that catalyse untold memories. However, this widening of scope still takes for granted the absence of Eastern voices and so the lack of Bengali literary sources. The following essay questions the traces of the conjuncture of past and present, especially in remembering traumatic events/histories by focusing on the "aesthetics of remembering" as an umbrella concept within which to (re)consider the aftermath of a traumatic event. By doing so, the following paper aims to explore second-generation life narratives of members of the Bengali community, which can be representative of transgenerational traumas after the Partition of India. <i>Literary Humanities</i>

Friday, 5 July	
10:55-12:35	PARALLEL SESSIONS
Room A3	Colloquium Generation Now: Millennials Call for Social Change Kathleen Sinatra, Student, Union College, United States Christine Henseler, Union College, United States Hayden Paneth, Student, Union College, United States Kate Osterholtz, Student, Union College, United States Megan Brown, Student, Union College, United States Giuseppe De Spuches, Student, Union College, United States With one click of a button your voice can be heard. You post, you tweet, you share. The modern age of technology has allowed us to easily disseminate our thoughts and ideas, aiding us as global citizens and helping us to become informed members of our communities. But, many think that our ability to share through technology stops with 140 characters. Thanks to today's access to self-publishing platforms, students from Union College in Schenectady, NY were able to combine the values espoused in the humanities with the ease and speed afforded by technology. In an unusual course called "Millennials and Social Change," not only did these students publish a 200-page book, but access to Amazon's Createspace platform allowed them to do so in ten weeks, sell dozens of copies, and donate the proceeds, thus turning themselves into public humanists who were making social change. In this colloquium, one professor and five students will share their experiences creating and taking the course—exploring the challenges, the transformation, the book production, the generational impact, and their hope for the future. In essence, they will present how to bring together the humanities and technology through any and all disciplines and fields of interest, from education to psychology, gender to political science and beyond. If successful, not only can great social change happen through this vision and practice, but the humanities can also enter a renewed, dynamic, and highly impactful phase in its history. We call it "Humanities Rising." <i>2019 Special Focus - The World 4.0: Convergence of Knowledges and Machines</i>



Friday, 5 July	
10:55-12:35	PARALLEL SESSIONS
Room A4	Books, Publishing, and Libraries Parallel Sessions
Room A5	Books, Publishing, and Libraries Parallel Sessions
Room A10	Books, Publishing, and Libraries Parallel Sessions
Room A11	Books, Publishing, and Libraries Parallel Sessions

Friday, 5 July	
10:55-12:35	PARALLEL SESSIONS
Room A12	Política, historia y gestión de las tecnologías Nuevas dinámicas en las formas de organización social en el plano geopolítico: El caso de Ocopulco Chiáutla, Estado de México Jonathan Leyva, Estudiante, Universidad Iberoamericana, Ciudad de México, México En el pueblo de Ocopulco, municipalidad de Chiáutla, Estado de México, los usos y costumbres para la elección de las autoridades locales se han visto desdibujados en los últimos treinta y cinco años. Este hecho se asocia con la llegada de los partidos políticos al municipio y su influencia directa en el pueblo por medio de militantes y simpatizantes, cuya ideología ha permeado los diferentes espacios y las formas de organización tanto sociopolíticas como religiosas asociadas a la identidad local. Este resultado se ha palpado en la medida en que estas formas de organización social han visto en los partidos políticos una posibilidad de conectarse a redes de poder externas que inserten a Ocopulco en la dinámica socioeconómica contemporánea. Como resultado, se observa una segmentación de la población donde se ven inmiscuidas familias, grupos y asociaciones, lo que ha dado lugar a la aparición de microespacios comunitarios regidos por relaciones de poder y quienes lo integran promueven tanto el ascenso a los cargos y responsabilidades como la expansión de sus intereses por medio de simpatizantes. <i>Estudios cívicos, políticos y comunitarios</i> Gobierno abierto en Colombia: Más allá de las TIC, una búsqueda de reconstrucción en el post acuerdo Miryam Edith Barón Colmenares, Docente investigadora, Universidad Militar Nueva Granada, Bogotá, Colombia En el marco del debate por la relación entre humanidades y tecnologías, se ubica el núcleo temático “gobierno abierto”, en cuanto esfuerzo internacional para que los Estados puedan ampliar su transparencia, rendir cuentas y mejorar su gobernanza, mediante la publicación de información a través de las tecnologías de la información y la comunicación TICs, en formatos simples, con uso de lenguaje sencillo como facilitador de la interacción gobierno-ciudadano. Esta nueva estrategia de la gestión pública ya forma parte de las agendas de diversos organismos multilaterales. En el caso de Colombia, como país suscriptor de la declaratoria de Estado abierto en 2017, más allá de la publicación de datos abiertos, la rendición de cuentas en línea, los trámites en internet y otras estrategias que garantizan el acceso a la información para todas las personas, se requiere un esfuerzo adicional en razón a la yuxtaposición de este compromiso con los que se surgen en la etapa de post acuerdo. De allí que esta ponencia presente los avances del proyecto de investigación adelantado por la Universidad Militar Nueva Granada UMNG, en torno a la relación entre la política pública de gobierno abierto y la implementación del acuerdo final de paz suscrito entre el Gobierno colombiano y las FARC-EP, en la perspectiva del fortalecimiento de la gobernanza y el empoderamiento ciudadano, pues se encuentra en juego un bien mayor, como es la construcción de una paz estable y duradera. <i>Estudios cívicos, políticos y comunitarios</i> ¿Cómo el uso de la tecnología en ciertos casos puede silenciar las voces de los usuarios? José Sánchez Jiménez, Spanish Teacher, Foreign Language Kenmore Middle School, Arlington Public Schools, Arlington, Estados Unidos La magnificencia de la tecnología ha deslumbrado a la humanidad al punto de extraerle su espíritu y esencia. La ayuda de esta herramienta que se ha convertido en una universal alcanzando la globalización de entre los pueblos, acercándolos y alejándolos a su vez. A su vez, le ha permitido la voz a aquellos que la tienen a su alcance y ha silenciado a los individuos que carecen de recursos y no pueden tener acceso a la misma. Este poder de comunicación ha llevado a pueblos a un enfrentamiento de visiones desiguales donde unos imponen criterios y creencias mientras los otros sufren en silencio o murmuran su descontento ante estos movimientos. Los iPads, celulares, computadores y la Internet han desconectado al ser humano de su propio espíritu paradójicamente cuando su propósito es unirlos y acercarlos entre sí. La percepción de los usuarios tecnológicos avanza y varía de acuerdo con su procedencia, el acceso a la tecnología y su visión en uso de esta. Los beneficiados tienen su voz por el mundo y los menos afortunados vagan y arrastran su apagado espíritu, su voz entrecortada o simplemente viven inmersos en el silencio absoluto. <i>Tema destacado 2019 - El Mundo 4.0: Convergencias de máquinas y conocimientos</i> "Proyecto Histocarto": viaje en el tiempo a través de la cartografía y de la fotografía antigua: Aplicación de herramientas "SIG" (georreferenciación y geolocalización) para mejorar la recuperación de la documentación histórica gráfica Jesús Cascón Katchadourian, Contrato Postdoctoral, Universidad de Granada, Granada, España Esta ponencia busca presentar el "Proyecto Histocarto" a la comunidad científica. El objetivo de este proyecto es la creación de una plataforma web donde los potenciales usuarios puedan disfrutar —de una forma fácil, cómoda e intuitiva— de parte del patrimonio histórico, cartográfico y fotográfico de la ciudad de Granada; centrándose, principalmente, en lo referente a urbanismo y paisaje. Hoy en día, la recuperación de esta documentación no es efectiva en otras webs institucionales, en perfiles de redes sociales o en webs personales. Como resultado, y a través de la metodología adecuada —que incluye localización, selección, digitalización, descripción, georreferenciación (cartografía) y geolocalización (fotografía), teselación y publicación web—, se ha obtenido un portal web donde poder hacer búsquedas textuales tradicionales (mejoradas con filtros); búsquedas geográficas más intuitivas para el usuario; comparar el pasado y el presente entre los documentos y poner en relación unos documentos con otros. <i>Tema destacado 2019 - El Mundo 4.0: Convergencias de máquinas y conocimientos</i>



Friday, 5 July	
10:55-12:35	PARALLEL SESSIONS
Room A13	Perspectivas sobre el arte La mirada de la Medusa: El instante sorprendido y eterno como aspiración científico-artística Juan José Caballero Molina, Profesor Lector, Universidad de Barcelona, Barcelona, España Esta ponencia se centra en cifrar el alcance de la herencia propia de lo científico sobre una escena artística contemporánea cada vez más orientada a la captación del instante arrebatado, merced al abandono del régimen de lo analógico. Nos interesamos por averiguar el modo en que la fotografía instantánea y su correlato, el fotograma, en el marco de la instauración de aquella “cultura visual moderna” (abordada por Crary, Jay, Doan, etc.) constituyen una derivación de ese “paradigma de la huella”, que Carlo Ginzburg identifica como propio de la escena cultural de finales del siglo XIX. Mediando entre ambos, hallamos aquél ambito cronofotográfico que permitiría desvelar los intervalos instalados entre las fracciones de movimiento de las series fotográficas de Marey o Muybridge con el objeto de desvelar el fascinante dominio de lo “no-visto”. Estas iniciativas científico-técnicas evidencian la fragilidad de las fronteras epistemológicas y ontológicas donde hasta la fecha habían residido confiados los seres humanos. Nociones como objetividad, verdad y realidad se ven despojadas de la absoluta rotundidad de otrora. La emergencia disruptiva de aquello saludado por Benjamin como “inconsciente óptico” se vería contrarrestado por la difusión masiva del desfile hipnótico de imágenes consagrado por el espectáculo cinematográfico, hasta que gracias a la práctica artística (Garrel, Kuntzel, Gordon, Hanson, etc.) a finales del siglo pasado alcanzaría su redención. ¿A qué se debe que la materia fascinante que constituye los sueños de la razón continúe siendo la misma un siglo más tarde? <i>Estudios culturales críticos</i> Modernidad, globalización, neoliberalismo y cultura: Las industrias culturales como concreción de la cultura Eduardo Sandoval Reyes, Director y productor de proyectos, Universidad Autónoma de la Ciudad de México, Ciudad de México, México Las industrias culturales se presentan en el siglo XXI como el resultado de un recorrido histórico, político, económico, filosófico, social y cultural; en un bloque Histórico de hechos concretos que derivan en la tecnificación de los estudios culturales y en las ciencias sociales. Herramientas conceptuales que ayudan al interesado en los esos dos ámbitos a formar una visión interdisciplinaria en el estudio de temas culturales. Conceptos como modernidad, globalización, neoliberalismo y cultura, así como la relación dialéctica que se crea entre esos conceptos, nos ayudan a tener una visión amplia del contexto global en que se presentan las industrias culturales como un recorrido de construcción social y simbólica del hombre para dar significado a su vida en sociedad. Los cambios y transformaciones de la realidad contemporánea cultural, política, económica, comercial y socialmente, etc., dentro de sistemas políticos de libre mercado. Y la razón como fundamento de la modernidad para este hombre del siglo XXI. En un ser humano individual, libre, con la opción de elegir sus propias reglas de vida. Pero bien dirigidas por grupos hegemónicos, que dictaminan los límites de la conciencia individual y colectiva. Reglas de vida que se interpretan y expresan en las industrias culturales. <i>Estudios culturales críticos</i> Artes, música y globalización: Nuevos lenguajes en la comunicación y el diálogo intercultural María Do Rosário De Sousa Sousa, Professora e Investigadora Integrada, Escola das Artes - Univeridade Católica Portuguesa, CITAR - Research Canter for Science and Technology of the Arts, Porto, Portugal Vivimos en un mundo globalizado. Los continuos conflictos y tensiones en la vida cotidiana exigen que las instituciones gubernamentales y no gubernamentales de los países que conforman nuestro planeta promuevan e implementen nuevas formas de mirar y sentir la comunicación y el diálogo entre los pueblos y las culturas. Es cada vez más necesario comprender las formas de promover la tolerancia y el respeto a la dignidad humana, donde se valoran la identidad y la diferencia. La inclusión y la integración social de los niños, los jóvenes y los adultos de las comunidades migratorias más diversas y distantes necesitan caminos innovadores y mecanismos desafiantes para proteger y mejorar sus derechos humanos. Con esta ponencia se pretenden difundir los conocimientos en la ampliación de los estudios realizados en los contextos del estado de la técnica, y en la difusión de experiencias pedagógicas, didácticas y científicas, a nivel de las artes y de la música. Los programas estructurados, según los elementos recogidos de cada población y/o comunidad, nos permitieron valorar los grados de relevancia y participación de los alumnos y docentes en los cursos emprendidos. Los resultados obtenidos nos llevan a la confirmación de que, a través de las artes y la música, en sus dimensiones antropológicas, etnomusicológicas e interculturales, es posible lograr caminos innovadores en los contextos de diálogo y comunicación Intercultural. La relevancia de estos estudios contribuye decisivamente al enriquecimiento cultural de los países anfitriones, mitigando prejuicios y estereotipos, valorando la diversidad y su patrimonio cultural y artístico. <i>Estudios cívicos, políticos y comunitarios</i>
12:35-13:15	Lunch/Almuerzo
13:15-14:00	PARALLEL SESSIONS

Friday, 5 July	
13:15-14:00	PARALLEL SESSIONS
Hall	Books, Publishing, and Libraries Parallel Sessions
Room A5	Books, Publishing, and Libraries Parallel Sessions
Room A10	Books, Publishing, and Libraries Parallel Sessions



Friday, 5 July	
13:15-14:00	PARALLEL SESSIONS
Room A2	Workshops The Intersection of Visual Art and Music at the Crossroads of the Twenty-first Century: Interdisciplinary Inspiration George Chu, Professor, Music, Hamline University, St. Paul, MN, United States Drawing on the experience of artists who were directly influenced in their work by musical compositions (Kandinsky, Klee, Braque, et al.) and composers who were inspired by artists (Schoenberg, Debussy, Brubeck, et al.), we explore the intersection of how the cultural worlds of each discipline influenced the artistic creative process. Visual art and musical examples will stimulate interpretive possibilities for teaching humanities in a new context for the twenty-first century. <i>Critical Cultural Studies</i>

Friday, 5 July	
13:15-14:00	PARALLEL SESSIONS
Room A3	Workshops Games as an Artistic and Social Medium: Playing Sociopolitical Games Alba García Martínez, PhD Researcher, Design and Visual Art, University of Barcelona, Badalona, Spain This workshop is part of the doctoral research development with the same name. In this study, we outline the most relevant reasons for this research, as well as the hypotheses that supports it. We also review the study frame and the current point where this research is located. In tandem, the workshop is mostly focused on the direct practice. We will play some political games created and exhibited in NEGOCIO Exhibition as the analogue NeoDixit by Jc Izquierdo, Atiz & Alba Refulgente or the digital Gonzalo Frasca's September 12th. Finally, we will discuss how appropriate and effective the game is in art for communicating some issues. Games and art have crossed, at least since the beginning of the twentieth century, as we see in the use of the Exquisite Corpse of the Surrealists, in Duchamp's obsession with chess and in the Fluxus games boxes. During the last twenty years, the separation between games and art has dissipated as much for the artists as for the creators of games. The field in which games and art have converged, superimposed, collided, found and, above all, interacted has not yet been widely explored. This research is about finding new ways of thinking about games, new ways to use games to think about the rest of the world. How games can contribute as an artistic medium and how art can subvert the order of the power of games. <i>2019 Special Focus - The World 4.0: Convergence of Knowledges and Machines</i>



Friday, 5 July	
13:15-14:00	PARALLEL SESSIONS
Room A4	Workshops World-Building from the Inside-Out: Decoding Reality to Reconstruct It Marianne Rogoff, Senior Adjunct Professor, Literature & Languages, Dominican University of California, Kentfield, CA, United States “It’s not easy to talk to yourself.... To stand under the circular sky of your interior.... You need a code to carry into you. A solid, hard bit of language, something you don’t understand, something that’s not yours. A ruler to measure everything that is. A fixed point. A horizon for your inner sky.” (GAMELIFE) Dominican University of California recently teamed with Make School in San Francisco to teach GE courses for computer science majors seeking a Bachelor degree. Dr. Marianne Rogoff developed a new Creative Writing course for Make School students, inspired by ideas in GAMELIFE: A Memoir about Computer Games by Michael W. Clune (Farrar, Straus and Giroux, 2015). In the context of games he played growing up, Clune weaves childhood memories of bullies and friends, his parents’ divorce, self-love and self-loathing, as he comes of age. The family’s “separate disciplines for seeing through the fantasy world of our home life” included (among others) computer games, books, talking to toys, Tarot, and Jungian analysis: hi-tech and low-tech, contemporary and ancient methods for decoding reality and being human. In this interactive workshop, participants will brainstorm games you played, books you read, toys that mattered, divination tools, therapies that helped, and the reasons why, then compare experiences and takeaways as they apply to your work. <i>Literary Humanities</i>



Friday, 5 July	
13:15-14:00	PARALLEL SESSIONS
Room A12	Workshops Ethics, Metadata, and Algorithms in Digital Humanities Lourdes Pérez González, Director, Senior Librarian, Biblioteca de Ciencias Da Comunicación, Universidade de Santiago de Compostela, Santiago de Compostela, A Coruña, Spain We find ourselves in a moment of transition or perhaps in a stage of construction to another way of being in the world that concerns all levels of life, including knowledge. This way of being in it implies that we work to imagine the best possible routes so that knowledge, its forms and languages allow an inclusive and robust look from the point of view of social justice. In my work I establish some questions related to ethics and the construction of metadata in the digital humanities, metadata that has an important tradition in the world of academia, mainly heritage institutions. Among the fundamental questions that we must propose is: (i) To think of present form metadata, to learn the readings of new languages and codes. (ii) The need for new literacies to interpret and create new knowledge. (iii) Understanding the institutionalization of opening metadata (iv) The importance of preservation metadata and the algorithms they use. <i>Civic, Political, and Community Studies</i>
14:00-14:20	Coffee Break/Pausa para el café
14:20-16:00	PARALLEL SESSIONS



Friday, 5 July	
14:20-16:00	PARALLEL SESSIONS
Room C5	Imaginarities Reimagining the Humanities in a Post-International, Post-Truth World Waqas Khwaja, Ellen Douglass Leyburn Professor of English, English, Agnes Scott College, Lilburn, Georgia, United States What is so controversial about the Humanities that they have become such a domain of contention? There is a concerted drive in influential political and corporate spheres to curtail them drastically if not to eliminate them entirely, separating humanities from professional and technical schools to develop new configurations of study by re-bundling the traditional disciplines and hybridizing programs? How is the field of literature and literary studies implicated in it so that the very continuance of its relevance as an area of academic learning and research may depend on upholding the indispensability of the humanities to education and literacy? The proposed paper tackles these questions and offers some key points of reflection without which a meaningful reimagining of the concept may not be possible: i) Knowledge produced by the humanities demonstrates that reason and logic may be as much of a prison house, as much prone to prejudice and tribal bias, as superstition and intuitive faith and beliefs; ii) Claims of universality for the classics ignore the diversity of societies that inhabit the earth and the education, belief systems, and cultural practices that sustain them; iii) Humanities or humanist study is not independent of the political, economic, and social practices of one's society, state, or region. The paper argues for a reorientation of the humanities that would challenge some of their basic assumptions by instrumentalizing them, accommodating in them other modes of knowledge acquisition and formation, and emphasizing the interconnectedness of disciplines instead of their separation. <i>Literary Humanities</i> Theatricality of Postmodernist Literary Text: An Intermediality Perspective Nataliia Rarenko, PhD Student, Professor O. M. Morokhovskiy Department of English Philology and Philosophy of Language, Kyiv National Linguistic University, Ukraine Despite the general interest of humanities towards the phenomenon of theatricality, its linguistic representation in postmodernist literature remains understudied from the perspective of narratology and stylistics. Given that, this research primarily aims to delineate theatricality as a multifaceted category of literary text grounded in a wide range of stylistic means and manifested at various textual levels, lexical, imagistic, compositional, and narrative among them. The suggested perspective on the phenomenon of theatricality is closely interlocked with the theory of intermediality, which reinforces the idea of fundamental interrelatedness of literary and theatrical modes of expression. Based on the typology of intermedial forms, the manifestation of theatricality in postmodernist prose is viewed as an example of 'covert' intracompositional intermediality or, in other words, intermedial reference. This suggests that postmodernist literary text as a medium refers to other media, namely theatrical forms of expression, by means of explicit and/or implicit reference. In particular, an explicit reference ('thematization'), entails a direct mention of theatrical art. By contrast, an implicit reference presupposes the imitation of theatrical performance in literary text, thus creating "as-if presence of the imitated heteromedial phenomenon". In this respect, the research focuses on verbal and textual properties of postmodernist literary text that bring to the foreground the effect of pretence, illusion, role-playing and masquerade. Literary postmodernism provides manifold examples of such an intermedial imitation — from the theatrical lexis and imagery in J. Barnes' <i>England, England</i> to the theatricalized narrative techniques in J. Fowles' <i>The Magus</i> and A. Carter's <i>Nights at the Circus</i>. <i>Literary Humanities</i> Promethean Projects: Recalibrating Knowledges - Truths and Lies - in the Machinery of Theatre Neka Da Costa, Lecturer, Theatre and Performance, University of Witwatersrand, Johannesburg, South Africa Sarah Elizabeth Roberts, Associate Professor, Theatre and Performance, University of the Witwatersrand, Johannesburg, South Africa From the deus-ex-machina of Euripidean tragedy to Robert Lepage's staging of the Wagnerian Ring Cycle, the convergence of embodied knowledges — the actor — and stage machine have a long history. Through the trope of the god-from-the-machine we frame our approach in dramatic terms to establish relations between performer and image, knowledge/truth/power relations. We then focus on the theatre as a site of convergence of subjectivities and knowledges embedded in this encounter. The mechanized stages of twentieth century Western theatres frequently house each night the meticulous reproduction — or facsimile — of a premiere of a blockbuster commercial musical. Via Edward Gordon-Craig's template of the uber-marionette, we expand on the conceit of considering the theatre company a machine. In contrast with this model, we analyse the more rudimentary presentation style of actor-centric performance and its celebration of the empty space. This type of ensemble, comprising human agents and subjectivities with diverse knowledges, may be mobilized to devise new work based on personal experience or in trans-cultural local adaptations of an extant script. Focusing on performance, we further test the metaphoric understanding of "machine" via a dual aspect interrogation. The diversity embedded within the heterogeneous knowledges of performers making up the ensemble becomes a productive site of debate and negotiation in the story-telling project; and, audiences participating of the subsequent theatrical encounter bring different knowledges to the process of making meaning and ascribing value of the text presented. 2019 <i>Special Focus - The World 4.0: Convergence of Knowledges and Machines</i> Academic Psychology, Torture, and Structure as the Subject of the Humanities Stephanie Athey, Associate Professor of Humanities, Director Honors Program, Humanities, Lasell College, Somerville, United States Work in the humanities is energetically rethinking its intervention in human rights, a field bedeviled by narratives generated by and about the "individual" or the sovereign state. Rights, as many have shown, are constructed through political systems, but also narrative, culture, and representation (Hunt 2007, Slaughter 2007, Parikh 2017, Moore 2018). Cultural imaginaries shape our understanding of violence and our resort to it. This paper rethinks the application of the humanities and its tools: strategies of close reading and analysis, historical interpretation, and attention to instabilities of form. Turned from the traditional objects of study and toward the case of state torture, the American Psychological Association, its ethics directorate, and licensing boards, these tools demonstrate that professional codes, routines, and structures are powerful foundries of the imagination and thereby critical infrastructures of structural violence. In 2017, defendants settled in <i>Salim v. Mitchell</i>, the first case to prosecute civilian actors for post-9/11 torture. Psychologists Mitchell and Jessen were the first the US did not shield from prosecution. Singling out individual plaintiffs enabled litigation but failed to implicate decades old professional and financial entanglements among media, the Pentagon, specific networks of scholars and schools of psychology that have crafted the contemporary cultural imaginary on torture. These networks have left a clear trail of mutual benefit and social harm. Accountability (academic and otherwise) for torture requires an altered analysis of state violence as a collaborative practice perpetrated by networks, professional structures, and the imaginaries they craft and pass along. <i>Civic, Political, and Community Studies</i>

Friday, 5 July	
14:20-16:00	PARALLEL SESSIONS
Room C6	Lenguajes e investigaciones La formación jurídica en lenguaje claro: Por el derecho a comprender Betsy Perafán, Universidad de Los Andes, Bogotá, Colombia En la ponencia propongo que las facultades de Derecho incorporen en sus currículos la formación en lenguaje claro. Esto, por cuanto hay una necesidad social de comprensión de los textos jurídicos y la educación actual no está contribuyendo en esa tarea. Frente a la enseñanza memorística, el enfoque del aprendizaje centrado en competencias parece ser una vía pertinente porque desarrolla la capacidad de comunicarse en diferentes contextos. En este sentido, sugiero implementar modalidades pedagógicas como la Extensión y la Investigación. Las actividades de Extensión, en las que los estudiantes actúan con grupos sociales, favorecen la formación en competencias interpersonales como el compromiso, el trabajo en equipo y el respeto por la diversidad. Por su parte, la Investigación promueve la percepción crítica de la realidad social al promover vivencias que facilitan la reflexión permanente y sistemática. Para concretar la propuesta, presento como ejemplo la creación de la Red de Lenguaje Claro de Colombia, en la que varias entidades oficiales e incluso universidades privadas se han unido con el propósito de trabajar conjuntamente en pro del derecho a comprender. Las facultades de derecho involucradas proponen actividades de relevancia social en las que los estudiantes fortalecen sus competencias al asumir responsabilidad más allá del salón de clase. <i>Estudios de comunicación y lingüística</i> Los cambios educativos producidos en Andalucía desde la implementación del modelo AICLE en las aulas andaluzas Regina Asunción Quero Hermosilla, Investigadora, Universidad de Granada, Granada, España Históricamente, la enseñanza de idiomas ha sido partícipe en las aulas, pero la bilingüe ha estado ausente en la oferta educativa pública. Con el paso de los años, este nuevo concepto en la enseñanza ha comenzado a impulsar ambiciosos planes bilingües de ámbito tanto nacional como autonómico. El objeto de este estudio es acercarse a la implementación de la enseñanza bilingüe en Andalucía; comunidad en la que, desde el 22 de marzo de 2005, el Consejo de Gobierno de España concreta un acuerdo por el que se aprueba el Plan de Fomento del Plurilingüismo en Andalucía. Desde entonces, en el sistema educativo español, cabe la posibilidad de tener una enseñanza del idioma extranjero no como una asignatura aislada, sino que se pone en funcionamiento la integración del idioma extranjero en las asignaturas, por medio del método AICLE. Aquí, con los datos recogidos en nuestro estudio, analizamos los cambios que este nuevo sistema bilingüe ha supuesto en las aulas andaluzas, según la opinión del profesorado bilingüe. <i>Estudios de comunicación y lingüística</i> Resurgimiento de la relatividad lingüística: Hallazgos e implicaciones de las propuestas “neowhorfianas” en hispanohablantes y angloparlantes Jonatan España Rodríguez, Universidad Nacional de Educación a Distancia (UNED), España En la actualidad, desde la psicolingüística se acepta que es posible pensar sin la participación o concurso del lenguaje (por ej.: pensar solo con imágenes; con los músculos paralizados; pensar una cosa y hablar sobre otra; pensar a pesar de sufrir trastornos neurodegenerativos que afectan gravemente al habla, etc.). Asimismo, se acepta que es preciso que el conocimiento lingüístico se apoye o se sirva de un conocimiento conceptual —no lingüístico— previamente adquirido durante los primeros meses de vida. Sin embargo, en la primera mitad del siglo XX, surgieron enconados debates en torno a la cuestión sobre la prioridad del pensamiento sobre el lenguaje, o viceversa, y sobre el alcance de sus influencias recíprocas. Por ej.: Piaget postulaba que cierta forma de pensamiento es prerequisite fundamental para la ulterior adquisición del lenguaje; mientras que Vigotsky otorgaba especial preeminencia al lenguaje. Por otra parte, desde el conductismo se zanjaba la cuestión afirmando que el lenguaje no era sino un hábito manipulatorio, y que el pensamiento consistía en habla subvocal encubierta. En este contexto, surgió la teoría de “Sapir-Whorf”, que en algunos aspectos se aproximaba a una especie de determinismo lingüístico (prioridad del lenguaje sobre el pensamiento). Las críticas a las conclusiones de esta teoría no se hicieron esperar, pero la teoría favoreció que un grupo de autores realizara diferentes investigaciones con objeto de analizar, empíricamente, el verdadero alcance del lenguaje sobre los procesos de pensamiento y sobre el modo particular en que las diferentes comunidades lingüísticas organizan conceptualmente la realidad. <i>Estudios de comunicación y lingüística</i> Reflexión investigativo-educativo desde el contexto de los pueblos chontales de México: Hacernos en la investigación educativa de igual a igual Roselía Vázquez Zárate, Doctorando, Universidad de Málaga, Málaga, España El presente trabajo de se deriva del proyecto de investigación denominado “Experiencias y significados de docentes en educación básica acerca de su práctica, en el contexto chontal alta del estado de Oaxaca: un estudio regional. En el marco del doctorado en Educación y Comunicación Social. Se plantean algunas reflexiones sobre el proceso formativo tuvo la investigadora durante el trabajo de campo. El camino metodológico que se tomó para la investigación se consideró necesario para entender una realidad educativa en el contexto de los pueblos originarios, en este caso, los chontales de la Sierra Sur del estado de Oaxaca. Se recuperaron las metodologías de la fenomenología-hermenéutica y biográfica narrativa y el método de la “experiencia vivida” propuesto por el investigador Max Van Manen. A partir de la experiencia y subjetividad de los actores se trató de explicar los procesos educativos que viven los docentes. Esta metodología fue viable para conocer cómo los actores sociales, en este caso los docentes, viven las experiencias y los significados que le dan a partir de su práctica educativa en el contexto chontal. Una experiencia que se presenta en la cotidianidad en interacción con otros actores educativos y de los sucesos del contexto. <i>Educación en humanidades</i>



Friday, 5 July	
14:20-16:00	PARALLEL SESSIONS
Room C9	Educational Shifts Dangerous Trends in Academia in the US: Why Literature Matters in the World 4.0 Pamela Garvey, Professor, English, St. Louis Community College-Meramec, United States Over the last several decades, colleges and universities in the US have been scaling back in humanities offerings. Fewer than 5% of all degrees earned each year are in the humanities, according to the American Academy of Arts and Sciences, and the number of English language and literature majors in the US has fallen by 22% since 1967 (Burning Glass Technologies). Meanwhile, according to the National Center for Education Statistics, the largest number of degrees earned have been in business and health related fields with the humanities not even making it into the top seven. Despite these disturbing trends, the Princeton Review, ranks the major in English language and literature sixth for career preparation. But why is the focus on career preparation, and why, in preparing students for careers, have so many universities scaled back the humanities as irrelevant? This paper argues not only that studying literature holds value for all students, but that it is of even greater importance now that we have entered the World 4.0. As machines replace people not only in factories but through “artificial intelligence,” social interactions and, most disturbingly, as teachers and repositories of information (as distinguished from knowledge), it is of greater importance that students study literature for their civic and human development. As President Barack Obama said in a conversation with novelist Marilynne Robinson, nothing prepared him for citizenship as well as studying novels. <i>Humanities Education</i> Using Service Learning and Technological Pedagogies to Create New Humanists: Discovering the Humanities through the Collection of a Small Museum in the Middle of Nowhere Janice Mann, Associate Professor, Art & Art History, Bucknell University, Lewisburg, United States Educating the post-Millennial generation who have no direct knowledge of the world prior to smart phones, tweets, memes, Snapchat and unlimited mobile games, demands a radical rethinking of pedagogies and epistemologies. Rather than just distributing information, educators must redefine and expand the humanities to encompass more social groups, cultures, and ideas in a world of rapid change. Facilitating collaborative learning, co-inquiry with students, activity-centered projects, and the use of digital media and tools are places to start. In my paper, I use the interdisciplinary class I taught on the ways Europeans and Americans imagined the rest of the world as expressed through visual cultures in the modern era (late eighteenth-twentieth centuries) as a point of departure for a discussion of new pedagogies and how they enhance student engagement with issues critical to cultural understanding in the digital age. In this class, the students and I worked on assignments that became part of public discourse, such as a Wikipedia entry on Chinoiserie. Other projects involved hands-on and service learning. By investigating the collection of our modest rural museum, Packwood House, and producing a digital catalog of Asian objects in its collection, students contributed to the community and connected with visual cultures from other times and places - deepening their understanding of the visual arts, local and global identities, and experiencing first-hand what it is like to produce new knowledge. <i>Humanities Education</i> Increasing Global-Mindedness Through Study Abroad in New Zealand Literature and Cultural Anthropology Vickie Hall Stevens, Professor, Communications, St. Petersburg College, St. Petersburg, United States This paper explores the importance of and potential effectiveness of students at a four-year college in Florida participating in an interdisciplinary literature and cultural anthropology study abroad program in New Zealand. The goal of the immersion program is to broaden students' worldview to one that recognizes and respects differences in cultural traditions and perspectives. As a result of participation, along with their earning their academic degree, participants "earn a degree" in “global citizenship” in which students develop an appreciation for ethical responsibilities to internationally underrepresented groups through understanding and tolerance. <i>Civic, Political, and Community Studies</i> Who Rules the Academy in the United States? Timothy Kaufman-Osborn, Baker Ferguson Professor of Politics and Leadership, Department of Politics, Whitman College, Walla Walla, WA, United States This paper offers a critical analysis of the governance structure that is common to all nonprofit institutions of higher education in the United States, whether public or private. That structure, I argue, is a key cause of what is conventionally referred to as the "corporatization" of the academy. To indicate how we might recover a form of higher education that has not fallen prey to the capitalist logic of commodification, I explore several alternative structures of governance, focusing especially on the current effort to create the United Kingdom's first co-operative university. <i>Humanities Education</i>

Friday, 5 July	
14:20-16:00	PARALLEL SESSIONS
Room A10	Books, Publishing, and Libraries Parallel Sessions
Room A11	Books, Publishing, and Libraries Parallel Sessions



Friday, 5 July	
14:20-16:00	PARALLEL SESSIONS
Room A12	Identidad y epistemología en el estudio Mecanismos presentes en el posicionamiento identitario Mario Fernando Gutiérrez Romero, Investigador, Pontificia Universidad Javeriana, Bogotá, Colombia La ponencia tiene como propósito general caracterizar los mecanismos discursivos que subyacen al posicionamiento identitario en situaciones de conflicto en niños y niñas con edades comprendidas entre los 3 a 8 años de edad. La identidad no siempre se posiciona activamente. El posicionamiento identitario solo se activa en situaciones de conflicto y se evidencia a partir de ciertos tipos de discurso, en particular, el narrativo y el argumentativo. Esta investigación se enmarca en la psicología del lenguaje y en el análisis del discurso. 42 niños y niñas con edades comprendidas entre 3 y 8 años de edad analizaron un cuento escogido por sus exigencias semióticas y cognitivas. Los resultados cualitativos muestran un cambio sustancial en el uso de la narración y la argumentación para justificar su posición frente a la problemática propuesta (la agresión física y la respuesta comunitaria). Desde el punto de vista del desarrollo, se avanza en la caracterización del uso coordinado del discurso narrativo y el argumentativo; desde el punto de vista social, se avanza en averiguar cómo comprenden niños de preescolar y básica primaria la resolución de conflictos sociales. <i>Estudios de comunicación y lingüística</i> Humanizar Interdisciplinariamente: Estrechez y complejidad Luis R. Ibarra, Profesor investigador, Universidad Autónoma de Querétaro, Querétaro, México Este trabajo sostiene que existe una tendencia educativa pertinaz —estrechez de miras, se psicologiza la educación—. Aquí se ofrecen posibilidades para ampliarla. Tal postura es limitada, al admitir solo una psicología (la que deviene de textos de Piaget o Vigotsky). Quienes siguen la psicología constructivista, dejan de lado otras posturas: gestalt, conductismo, positiva o humanista, entre otras. La limitación que persiste lleva, incluso, a descalificar si se incorporan otras formas de psicología; tildan de eclécticos a quienes conjugan ofertas psicológicas. Así, se reduce la educación a un único medio, una psicología. Esa forma de valorar las prácticas educativas, lleva a sobrevalorar el medio —"¿cómo educar?" Dado por una psicología de la educación— en detrimento de la postura que oriente la educación (fines pedagógicos). Las obras pedagógicas guían los procesos de humanización del ser humano. Las distintas psicologías no ofrecen fines plausibles para el proceso educativo. Los pedagogos sí dotan de sentido al educar. Como en la psicología, en la pedagogía existen varias ofertas. Algunas son de cuño marxista, otras centradas en la felicidad del individuo (Rousseau o Mill), otras tantas guían a contener la anomia (Durkheim). La educación es una tarea compleja. Los educadores(as) requieren complejizar sus formas de comprenderla y realizarla: educar coexiste con socializar y jugar. La formación docente se debe conducir y orientar de forma pensada y deseada. La interdisciplina (psicologías, sociologías, antropologías y pedagogías) contribuye a que educandos(as) y educadores se humanicen, admitiendo que el ser humano es pensante, actuante y sintiente. <i>Educación en humanidades</i> Las dimensiones cognitivas en el estudio literario: Claves para la enseñanza Jessica Jasso, Profesor, Tecnológico de Monterrey, Monterrey, México La compleja labor de la enseñanza de la literatura se vuelve una tarea más retadora en la medida en que se exige —como las habilidades del siglo XXI lo están planteando— una reestructuración de los significados. Esto lleva a proponer estrategias para incentivar, deliberadamente, prácticas capaces de resignificar obras y revalorizar las implicaciones cognitivas en el acercamiento literario. Partiendo de revisiones taxonómicas de la dimensión cognitiva, de las exigencias ante el docente contemporáneo y de la alineación intencional que debe haber entre la enseñanza, el aprendizaje y la evaluación (e-a-e), en esta propuesta se observan puntualmente los niveles cognitivos y de la dimensión del conocimiento que permiten definir las habilidades, sus implicaciones y exigencias, y la evolución necesaria para lograr un análisis literario de gran profundidad en estudiantes del siglo XXI. Este trabajo teórico-práctico tiene el objetivo de proponer un principio organizador en las habilidades cognitivas exigidas por el análisis literario, con el fin de evidenciar el proceso evolutivo de los estudiantes en esta práctica. La riqueza de la propuesta es evidenciar visualmente las dimensiones cognitivas —desde el conocimiento hasta la metacognición— que el alumno puede lograr en el análisis literario, así como el conocimiento fáctico, conceptual o procedimental, necesario para lograr una profundidad pertinente en la interpretación de las obras. De esta forma, hay una mayor claridad en las exigencias del análisis literario; por lo que el profesor puede diseñar estrategias didácticas particulares, para incentivar las diferentes dimensiones cognitivas en las prácticas cotidianas, según los objetivos que persiga. <i>Educación en humanidades</i> Construcción de conocimiento comunitario: Propuesta de un modelo educativo para las humanidades digitales Sergio Reyes, Profesor Investigador, Universidad de las Américas, Puebla, México Cuando una institución educativa se embarca en la creación de programas, cursos o talleres de humanidades digitales, la principal discusión gira en torno a qué debe ser aprendido; pero en pocas ocasiones se pone en primer plano el dilema de cómo debe ser enseñado. Esta ponencia propone un modelo pedagógico basado en el diálogo, la construcción de comunidades de aprendizaje y el prototipado de proyectos propuestos por los participantes. La propuesta teórica se ilustra y fundamenta en tres casos de innovación educativa en México en los que el ponente ha participado. <i>Educación en humanidades</i>



Friday, 5 July	
14:20-16:00	PARALLEL SESSIONS
Room A13	Análisis filosóficos y culturales "Robotización del Hombre: La Muerte de lo Humano": Análisis desde la Arqueología en Foucault de la Robotización en Occidente Clara Mercedes Blanco Ospina, Investigadora Grupo Investigación Yeshua, Docente, Fundación Universitaria Católica Lumen Gentium, Cali, Valle del Cauca, Colombia Nestor David Correa, Docente, Fundación Universitaria Católica Lumen Gentium, Cali, Valle del Cauca, Colombia La forma en que se ha definido la historia en Occidente ha sido fuertemente cuestionada por el filósofo francés Michel Foucault; dada la continuidad de una verdad que intenta forzosamente levantar una evolución progresiva de la historia, en la cual el ser humano participa y determina el curso de su futuro. No obstante, las rupturas discontinuas permanecen, y permiten —desde una lectura arqueológica— analizar la historia de las cosas en sentidos diferentes. A partir de dicha postura (filosófica y metodológica), se pretende evidenciar la presencia de la robotización en Occidente como un quiebre del humano y la aventura hacia nuevas discursividades —las cuales podrían significar un quiebre epistémico—. En este orden de ideas, la robotización no sólo se determina en la técnica (Ellul), sino también en las nuevas formas discursivas dentro de una "episteme"; conduciendo a una nueva verdad que, una vez más, coloca en tensión la relación de lo "natural/artificial", "poder/verdad" y "sujeto/humano". <i>Estudios culturales críticos</i> La construcción de la realidad: Debate en la sensibilidad y experiencia Marco Paz, Estudiante, Fundación Universitaria Católica Lumen Gentium, Cali, Valle del Cauca, Colombia El estudio de la realidad es un tema vigente y polémico en diferentes campos del saber. No obstante, su vasto abordaje permanece aún sin un cierre totalizante y absoluto. Se hace necesario un dialogo interdisciplinario que genere un acercamiento más propio sobre la postura del ser humano y el "Mundo Objetivo" que lo alberga. Por tanto, el debate entre las posturas filosóficas y humanas frente a las teorías biológicas generan una intersección compleja, en términos morenianos, que vale la pena profundizar y debatir. En este orden de ideas, la relación de la experiencia y sensibilidad juegan un papel determinante para la posición del ser humano frente a su realidad, alterando en alguna manera las tesis estructurales y empíricas. Es así como se pretende exponer la relación tensionante entre la sensibilidad y la experiencia como factor determinante para la construcción de la realidad humana. <i>Estudios culturales críticos</i> ¿Está el patrimonio en peligro? : Acercamientos educativos para su revalorización Carmen Moral Ruiz, Profesora, Universidad de Huelva, Huelva, España Nuestro patrimonio sufre una fuerte devaluación, que queda patente en la baja inversión económica, lo que en ocasiones produce la destrucción del mismo. El ámbito patrimonial y artístico queda excesivamente relegado a un puesto secundario y superfluo —en algunos casos, únicamente relacionado con lo superficial y turístico—. Se podrán recoger numerosos ejemplos, que a lo largo de la historia han tomado como base el arte, en correlación con la ciencia, para el desarrollo del ser humano, comprobándose su importancia y su fuerte relación con el resto de disciplinas de las cuales se encuentra profundamente separado. Comprender las consecuencias de esta devaluación, tanto del arte como del patrimonio, permite realizar acercamientos para su mejora desde el ámbito educativo y profesional, de manera que se relacione (en mayor medida) con la sociedad en la que vivimos, desarrollando todo su potencial y sus cualidades transdisciplinares. <i>Estudios culturales críticos</i> Modelos de gestión documental en instituciones culturales: Accesibilidad y visibilidad "online" de la fotografía patrimonial sobre Andalucía Mª Begoña López Ávila, Contratado predoctoral, Universidad de Granada, Granada, España La era digital provoca una transformación en la percepción de la fotografía, implicando un cambio de modelo y actuación en la gestión de un patrimonio fotográfico en constante crecimiento. Durante los últimos años, se observa un notable incremento de la presencia de fotografía patrimonial en la red, gracias al impulso de entidades, instituciones y organismos que ofrecen bancos de imágenes, bases de datos y catálogos "online". Esto ha supuesto un conocimiento social más amplio del patrimonio artístico —aunque carece de unidad y uniformidad documental—. Partiendo de la hipótesis de que, debido al carácter dispersivo de la fotografía patrimonial, las diversas instituciones nacionales e internacionales —en las que se puede localizar este tipo de fotografía— proponen sus propias estrategias de accesibilidad a esta; definiendo modelos propios sobre la comunicación social de la fotografía patrimonial, según la tipología y objetivos de cada institución. Esta ponencia muestra los resultados de analizar la accesibilidad y visibilidad "online" de la fotografía patrimonial sobre Andalucía en diversas instituciones culturales —tanto en el ámbito internacional como nacional—, cuyo principal objetivo ha sido identificar las pautas de actuación y gestión documental, con la finalidad de proponer un modelo uniforme para la gestión documental de este tipo de fotografía sobre patrimonio andaluz. <i>Tema destacado 2019 - El Mundo 4.0: Convergencias de máquinas y conocimientos</i>
16:00-16:15	Transition Break/Pausa
16:15-17:30	PARALLEL SESSIONS



Friday, 5 July	
16:15-17:30	PARALLEL SESSIONS
Room C5	A Closer Look Knowledge, Culture, and a Reconstruction of Gender and Identity Violence in Africa Christopher Babatunde Ogunyemi, Research Fellow, English Studies, University of South Africa, Pretoria, South Africa This research valorises various interpretations of gender and identity-interplay which emanate from African literature within a fifty-year literary tradition as a result of knowledge and dynamic culture which is changing with time. It probes constructively and distinctively into the meaning of gender as critically espoused and explored in different African societies. Consequently, within 1960-2010, African literature through prose, poetry, and drama have taken a distinctive twist in the re-configuration of gender violence and identity presentation to re-define feminine and masculine scopes and concepts in some specific ramifications. Previous definitions and interpretations of gender gave preference to the body and eschewed the cultural aspect of the norm. The paper lends some axiomatic credence on Butler's performativity and suggests that 'a meaningful definition of gender must be devoid of biological classification of concept for human, social, and behavioural relevance. This means that, gender must not be measured by the biological yardstick of male or female embodiments in any dynamic and functional society, but by the societal relevance and behavioural motivation which construct it' (Gender Trouble 1990: 10). The paper re-constructs the concepts of knowledge, cultural change in society, and organization to delineate the consequences and need for re-orientation of cultural benefits for the developments of Africa and its economy. <i>Critical Cultural Studies</i> Response to Street Children in a Religious Society Caroline Adejuyigbe, Head, Primary Education, Federal College of Education, Qbeokuta, Nigeria A cursory look at Nigerian society would reveal a high level of insecurity ranging from religious conflicts and violence to kidnapping and ritual killings. The increasing involvement of youths, many of whom are street children in perpetrating these crimes is of great concern. Historically, religion has been found to be effective and always on the lead in championing humanitarian course. Nigeria is known to be one of the most religious nations in the world, and one would think that street children incidence should not be a challenge especially with high proliferation of churches professing God's love. However, with the daily increase in number of street children, and its attendant security challenges, it is doubtful if Christian religious bodies in Nigeria are in anyway contributing to the reformation of street children. This study examines the impact of Churches on rehabilitating street children in Abeokuta, Nigeria, in the light of Jesus teaching on sacrifice both by precepts and example. In-depth and structured interview indicated that Churches majorly respond to children in institutionalised homes while little or no effort is made at rehabilitating children living on the street. Suggestions for recommendation include creating awareness of the needs of street children in the churches, collaborative effort between Churches and government to build schools for street children and/or engage them in vocational skills acquisition, and creation of outreaches to street children, among others. <i>Civic, Political, and Community Studies</i>

Friday, 5 July	
16:15-17:30	PARALLEL SESSIONS
Room C6	Mundo ruso El "Árbol de la Cruz" y sus repercusiones mágicas y religiosas en la literatura rusa Catalina Cheng-Lin, Doctoranda, Universidad de Granada, Granada, España El presente trabajo de investigación pretende analizar el concepto del "Árbol de la Cruz", indagando en las tradiciones culturales y religiosas, desde los tiempos más primitivos de su existencia, en las diferentes civilizaciones humanas (cuya influencia sigue muy presente hoy en día). El análisis constará de tres fases: en primer lugar, se analizará el concepto del árbol como elemento de unión y de acceso al mundo —también denominado "Axis Mundi"—, y su significado universal en las diferentes civilizaciones, más concretamente, entre los celtas, pueblos eslavos, los pueblos de Asia Central y del Lejano Oriente. A continuación, concretaremos el carácter simbólico del árbol en los ámbitos religiosos, siendo los más destacados el cristianismo en general y la ortodoxia en particular. Finalmente, basándonos en los análisis desarrollados, concluiremos nuestra labor investigadora con una reflexión sobre las influencias del concepto del Árbol de la Cruz en las acepciones mágicas y religiosas de la literatura rusa. <i>Humanidades literarias</i> Peculiaridades en la representación del campo de formación de palabras del concepto ruso "agua" con verbos onomatopéyicos Pavlo Marynenko, Doctorando, Universidad de Granada, Granada, España Irina Votyakova, Associate Professor, Udmurt State University, Izhevsk, Federación Rusa El agua tiene un papel importante en la vida de una persona. Es una fuente de vida y una parte integral del entorno humano. Debido a las condiciones geográficas e históricas de la vida del pueblo ruso, el agua ocupa un lugar significativo en la formación de su cultura. Así, la estructura y composición de los representantes del concepto "agua" reflejan la visión del mundo en idioma ruso. Los verbos onomatopéyicos muestran la representación más antigua que tenía el hombre sobre los elementos naturales, incluida el agua. Son un grupo especial de palabras que transmiten e imitan varios sonidos del agua. Con el tiempo, la antigua base derivativa desde la cual se producían palabras, puede perderse y solo las fuentes lexicográficas indican su conexión con el agua. Cada verbo onomatopéyico suele ser el núcleo de familia de palabras, y por eso nos permite analizar el campo de formación de palabras del concepto indicado. El campo de formación de palabras es un conjunto ordenado de recursos formativos que reflejan características cognitivas que se realizan por medio de significados de formación de palabras. Dentro de este campo se distinguen los microcampos de agente, objeto, característica, etc., que pueden tener límites poco definidos, ya que los tipos formativos interactúan entre sí a niveles morfémico y semántico. Con el paso de años, estos verbos pueden desarrollar su semántica, expresando nuevos significados con ayuda de traslados metafóricos del mundo de la naturaleza al mundo del ser humano. <i>Estudios de comunicación y lingüística</i> Análisis de las estrategias y técnicas empleadas en traducción de los culturemas en textos turísticos del español al ruso Tamara Gorozhankina, Centro Ruso, Universidad de Granada, Granada, España Enrique F. Quero Gervilla, Catedrático de Universidad, Decano de la Facultad de Traducción e Interpretación, Universidad de Granada, Granada, España La traducción de textos turísticos al ruso tiene un papel enormemente relevante en el sector turístico español, ya que a lo largo de los últimos años se observa un paulatino aumento de la llegada de turistas de origen ruso a España, según los datos de la Organización Mundial del Turismo. Los textos turísticos constituyen un puente entre dos culturas distantes —como es el caso de las culturas rusa y española— e implican el trasvase de un importante acervo cultural. La traducción turística, como rama de la traducción especializada, conlleva una serie de dificultades. Una de ellas estriba en la traducción de los culturemas, que proliferan en los textos turísticos. En el presente estudio analizamos, en primera instancia, los conceptos "técnica de traducción" y "estrategia de traducción", para posteriormente proceder con el análisis descriptivo de dichas técnicas y estrategias de traducción empleadas en la traducción de culturemas. En segundo lugar, se lleva a cabo una clasificación de los culturemas encontrados en los textos turísticos, distribuyéndolos en seis campos temáticos: 1) antroponimos, 2) topónimos, 3) elementos de la estructura social, 4) cultura religiosa, 5) arte, monumentos emblemáticos y edificios históricos, 6) culturemas de cultura material. Acto seguido, se enumeran las técnicas de traducción de los culturemas dentro de cada uno de los campos temáticos mencionados arriba y se visualiza la distribución de las mismas. Por último, se presentan una serie de gráficos que describen las estrategias empleadas para la traducción de los culturemas seleccionados <i>Estudios de comunicación y lingüística</i>



Friday, 5 July	
16:15-17:30	PARALLEL SESSIONS
Room C9	New Ways of Knowing Intelligibility and Aggiustamento or Vowel Modification in Classical Singing: The French Vowels - a, ε, ø, œ, ɔ, u, e María Pilar Posadas de Julián, Profesora, Conservatorio de Música de Granada, Granada, Spain This paper studies vowel modification for the articulation of the french vowels (a, ε, ø, œ, ɔ, u, e) in different frequencies in classical singing and their effects on intelligibility. The research investigates vowel modification through comparing spectrograms, using the formant chart to visualize the modification. A French soprano's voice was analyzed with the MDVP Multi-Dimensional Voice Program model 4305B. The voice signal was captured and digitalized using Computerized Speech Lab (CSL) by Kay Elemetrics. In the first trial, mean values of F1 and F2 for female voice (Calliope 1989) and the speaking voice of the singer were compared. The second trial studies the soprano's speaking and singing voice at different frequencies (low, medium and high register), observing the modification of the vowel sounds in every frequency. Evidence showed that, for different values of F0, vowels were recorded at different positions within the vowel chart. Especially for high values of F0 (the high register), all vowels were located in the same area, affecting intelligibility. Data showed that the formant chart could be used to visualize vowel modification or the aggiustamento technique, both used traditionally in classical singing; the data provide relevant information about a probable position for the articulation of vowels. The present study also suggests that, within the context of the pedagogy of classical singing, the aggiustamento or vowel modification technique could be considered one of the factors affecting intelligibility. <i>Humanities Education</i> The Salafists Discourse in Morocco Athmane Antara, Arabic Adjunct Lecturer, Languages, Literatures, Cultures, University of Florida, Gainesville, United States The Salafists' ideological preaching in Morocco is marked by the use of different languages, specific vocabulary aimed at constituting religious doctrines and mobilizing young Moroccans against corruption and elite control. Since the Arab spring, the Salafist discourse has become laden with words and expressions that mobilize and entice a young desperate population to embark on a life of struggle against social injustice and "Makhzen" authority. This research examines: 1) languages used in media (YouTube videos) and sermons to transmit the Salafist ideologies and the kinds of audience they target 2) the use of rhetorical devices as well as frequent religious words in their discourse and their effects on the perceptions of young Moroccans. My preliminary research (sermons on YouTube and Islamic gathering) has shown that the Salafists employ Moroccan Arabic to target laymen and Modern Standard Arabic as well as French to accommodate to the elite. Moreover, Salafists use rhetorical devices and words, such as Firdaws (highest level of paradise and 3iqab) retribution – words that relate to death and fear but also to reward, moralizing the audience to counteract the corrupted system and earn legitimacy within the hierarchical structure of Moroccan governance. Interestingly, the semiotic use of Arabic is also important to (de)construct images/thoughts of young Moroccans, creating a pattern of Salafist ideology in their minds. <i>Communications and Linguistic Studies</i> Feminist Detective Fiction in Contemporary Spain: The Contested Space Occupied by Inspector Petra Delicado April Overstreet, Associate Professor, Spanish/Women's and Gender Studies, Willamette University, Salem, OR, United States Contemporary detective fiction by select Spanish authors includes a variety of forms of the novela negra or crime novel tradition, yet it also shares a common thread of critical commentary of a rapidly transforming society since the 1980s. While both participating in and disrupting the otherwise almost exclusively male dominated literary niche, Alicia Giménez Bartlett makes a singular contribution to the genre. Whether the typical Spanish narrator-protagonist is defined as a private detective such as Manuel Vázquez Montalbán's legendary Pepe Carvalho, or as the picaresque, anonymous amateur detective in Eduardo Mendoza's series spanning five novels from El misterio de la cripta embrujada (1978) to El secreto de la modelo extraviada (2015), both represent essentially traditional figures in Spain's patriarchal structures of authority. In contrast, Petra Delicado, the female national police inspector based in Barcelona who is the protagonist of the eleven novels in the series by Giménez Bartlett occupies a unique position from which to observe and critique the evolving political, social, legal, and gender dynamics of power. Delicado inhabits a contradictory space: as a (female) outsider in the National Police yet (professional) insider in the criminal justice system; as a reluctant feminist obliged to call out her colleagues' sexist assumptions and resulting (mis)perceptions of the crimes, victims, and suspects they encounter, but who also resists conforming to imposed expectations; and as a high-ranking professional whose personal life is impacted by the nature and demands of her work. From this contested space Delicado challenges existing structural power dynamics. <i>Literary Humanities</i>

Friday, 5 July	
16:15-17:30	PARALLEL SESSIONS
Room A10	Books, Publishing, and Libraries Parallel Sessions
Room A11	Books, Publishing, and Libraries Parallel Sessions



Friday, 5 July	
16:15-17:30	PARALLEL SESSIONS
Room A12	Identidad, género e inclusividad Desidentificación: Reflexiones desde la teoría feminista contemporánea en torno al archivo y la historicidad del género María Antonieta Vera Gajardo, Profesora/Investigadora, Universidad de Chile/ Universidad Academia de Humanismo Cristiano, Santiago, Chile Más allá de sus diferencias, las teorías feministas post/decoloniales, los feminismos de color y la teoría queer concuerdan en la necesidad de deshomogenización del sujeto “mujer”. Efectivamente, las críticas a los feminismos “blancos”, a los discursos de sororidad o a la paradoja representacional de las políticas de la identidad (que han creado de manera normativa al mismo sujeto que se proponen emancipar), coinciden en la necesidad de construir genealogías críticas de la femineidad legítima. A partir de este enfoque, el trabajo de archivo constituye una vía privilegiada de acceso a la historicidad del género en la medida en que nos permite una lectura a contrapelo de voces que no necesariamente son las de las grandes revoluciones, sino más bien las de las resistencias y tretas cotidianas. Desde las teorías feministas contemporáneas, esta ponencia fundamentará la pertinencia del trabajo de archivo para la construcción de genealogías críticas sobre la norma enclavada y racializada de la femineidad. Propondré pensar la desidentificación como una de las voces presentes en el archivo, cuyo potencial hermenéutico radica en su capacidad de movilizar la correspondencia entre pasado y presente. Concretamente, problematizaré el caso de una prostituta chilena, que en 1908 denunció a su exproxeneta, con el objeto de analizar el valor teórico de aquellos relatos en los que las mujeres populares no dicen lo que son sino lo que no son, lo que no quieren o lo que no pueden ser, testimoniando con ello su expulsión histórica de la categoría abstracta “mujer”. <i>Estudios cívicos, políticos y comunitarios</i> Concepciones sobre género y educación en la formación inicial del profesorado: Aproximaciones post-feministas Carolina Alegre Benítez, Doctoranda, Universidad de Granada, Granada, España En la investigación educativa, resulta indispensable indagar cómo se construyen los discursos hegemónicos sobre género/sexualidad, con el objetivo de poner de manifiesto los mecanismos que, en el ámbito educativo, legitiman y reproducen prácticas vinculadas al género. En esta dirección, la propuesta presenta los resultados parciales de una experiencia formativa llevada a cabo en la asignatura de Didáctica de las Ciencias Sociales, del Grado de Educación Primaria de la Universidad de Granada, durante el curso académico 2017-2018. Dicha experiencia consistió en el desarrollo de una unidad didáctica que incluyó diferentes prácticas relacionadas con la introducción de la perspectiva de género en la enseñanza de las Ciencias Sociales. El trabajo presenta los resultados de la primera actividad de la experiencia —el diagnóstico de las ideas previas de los estudiantes—, centrada en dos cuestiones: a) ¿Qué significa introducir la perspectiva de género en la escuela?; b) ¿Por qué es importante que el futuro docente de Educación primaria se forme en materia de género? El análisis de las narrativas de los estudiantes permite observar la reproducción de una serie de tópicos acerca del género y la educación. Además, los estudiantes, a menudo, asocian la perspectiva de género a la igualdad entre hombres y mujeres, mientras que la perspectiva más amplia de la diversidad afectivo-sexual queda prácticamente ausente. <i>Educación en humanidades</i> Nueva perspectiva en la formación del profesorado a través de la educación inclusiva y el diseño universal Nazaret Martínez Heredia, Profesora, Universidad de Granada, Granada, España Gracia González Gijón, Universidad de Granada, Granada, España Ana Amaro Agudo, Profesora, Universidad de Granada, Granada, España Las exigencias legislativas y sociales actuales obligan al sistema educativo a impulsar diferentes respuestas formativas para una educación que llegue a todo el alumnado, independientemente de sus condiciones personales o sociales. Debido al proceso de transformación social en el que cada vez nos encontramos más inmersos, es necesario garantizar el derecho a una participación activa, satisfactoria y significativa de todos en la educación. El modelo de educación inclusiva responde a cualquier tipo de vulnerabilidad que se pueda presentar dentro de la comunidad educativa. Esta corriente de cambio, supone una nueva visión de las relaciones que se establecen entre todos los agentes implicados en la educación. La organización inclusiva de los centros, pasa por tanto por un proceso de reestructuración curricular y formativo. Este trabajo posee como objetivo general realizar una revisión teórica acerca de la importancia de la educación inclusiva junto a la formación del profesorado y el desarrollo del llamado diseño universal para el aprendizaje (DUA), poniendo de manifiesto la importancia de generar escuelas inclusivas a través de estrategias y actividades pedagógicas que apoyen y fomenten la participación de todos. La inclusión debe promover más y mejores oportunidades para todo el alumnado, siendo necesaria la formación de docentes que reflexionen sobre su práctica. Se concluye resaltando la importancia del perfil docente para la educación inclusiva, junto al desarrollo de un perfil universal para el aprendizaje que presente unos principios de acceso de todos a la educación. <i>Educación en humanidades</i>

Friday, 5 July	
16:15-17:30	PARALLEL SESSIONS
Room A13	Estudios comunicacionales Comunicación Social: Nuevos medios de comunicación, nuevos mensajes, nuevos significados en la "sociedad de la información" Cynthia Icaza, Estudiante de Máster, Universidad de Almería, Almería, Ecuador Christian Riquero, Estudiante, Universidad de Almería, Almería, Ecuador Delia Peña, Docente, Universidad Católica de Santiago de Guayaquil, Guayaquil, Ecuador El presente estudio trata sobre la comunicación social, los nuevos escenarios y las herramientas digitales en la era de la información. Tiene como objetivo determinar el grado de aceptación de los periodistas y los medios de comunicación tradicionales, con respecto a las nuevas tecnologías y los cibermedios; porque son maneras de comunicar a diferentes públicos sobre diversos temas de interés en las sociedades modernas y, debido a la ausencia de empleo en el Ecuador, muchos profesionales de la comunicación social abren su canales de televisión en plataformas digitales (como "YouTube", "Instagram" y "Facebook") para desempeñar el principal papel del comunicador—informar a la sociedad en tiempos modernos—. Los periodistas de los nuevos medios digitales deben conocer los elementos esenciales al momento de la elaboración de contenidos digitales como: la interactividad, la hipertextualidad, los elementos multimedia, la instantaneidad y la redacción para el público, y no retransmitir el mismo contenido, de un medio tradicional a uno digital, sin adecuarlo a las nuevas audiencias; como actualmente se está haciendo. El método aplicado es el analítico - sintético y, como técnica, la encuesta. Los resultados mostraron que hace falta más aceptación hacia estos nuevos medios comunicación. Se plantea una propuesta de cambio para lograr llegar a más público con información relevante y de impacto social. <i>Estudios de comunicación y lingüística</i> La comunicación en dos sistemas agroalimentarios: Nuevos significados en la era de las certificaciones Mario Fernández-Zarza, Research Professor, Universidad De La Salle Bajío, León, México Santiago Amaya Corchuelo, Profesor, Universidad de Cádiz, Cádiz, España Encarnación Aguilar Criado, Catedrática, Universidad de Sevilla, Sevilla, España El presente proyecto tuvo como objetivo analizar la comunicación en dos sistemas agroalimentarios: el jamón ibérico —en España— y el chorizo del Valle de Toluca (VT) —en México—. Dos contextos opuestos donde resultó necesario contemplar un marco teórico holístico. Este análisis parte de la "teoría de los sistemas sociales (SS)" establecida por Luhmann; los SS son entendidos como un conjunto de comunicaciones al interior del propio sistema y entre el sistema con el entorno. Mediante un proceso de triple selección de información, "alter" selecciona la información y decide qué y cómo transmitir una estrategia para vender su producto; mientras que "ego" selecciona qué compra y qué no. El sentido y el ruido son esenciales para que la comunicación sea compartida o haya interferencia entre productores y consumidores. El ruido, en el caso del jamón ibérico, proviene de la existencia de demasiada información proveniente de la gran cantidad de marcas, certificaciones o mensajes publicitarios que no reducen la complejidad; al contrario: aumentan la misma. La comunicación, en el caso del chorizo VT, se dirige hacia el fortalecimiento de la confianza de proximidad entre productor y consumidor; el ruido prevaleciente es referente a la inexistencia de una calidad establecida dentro del propio producto. Definitivamente, hoy en día los participantes en la comunicación no consumen las informaciones de modo pasivo sin más, sino que ellos mismos las engendran de forma activa. Ninguna jerarquía separa a "alter" y "ego", porque cada uno es emisor y receptor, consumidor y productor a la vez. <i>Estudios de comunicación y lingüística</i> Enseñar comunicación, como disciplina y campo de estudio, sobre la base del concepto de alfabetización académica Jazmín Galvis Ardila, Universidad Ean, Cundinamarca, Colombia Luz Ariana Galvis Ardila, Co-Investigadora, Universidad Piloto de Colombia, Bogotá, Colombia Para enseñar comunicación, es necesario mostrar un sinnúmero de referentes teóricos. Por tanto, el docente debe ejecutar estrategias pedagógicas para que sus estudiantes construyan su sistema de ideas, y generen comentarios críticos que demuestren su grado de comprensión y su distancia frente a ellos. Autores como Carlino (2013), Castelló (2011), Cassany (2008) y Russell (2016) —entre otros—, afirman que, una forma de lograr profesionales con pensamiento crítico, es que, desde la academia, se enseñe a leer críticamente y a escribir argumentativamente; esto es, no educar simplemente en los aspectos formales de la lengua, sino ir más allá para trabajar de manera unificada con la disciplina, es decir, que se proyecten las clases disciplinares teniendo como base la "alfabetización académica". Desde el 2016, investigadores de la Universidad EAN adelantan un proyecto para crear un programa de lectura y escritura. Aquí se mostrarán los resultados de la fase tres (uno de sus objetivos fue identificar la efectividad de las prácticas docentes para lograr pensamiento crítico en los estudiantes de la materia "Teoría de la Comunicación"). Para ello, se trabajó con una muestra cruzada, en la que se analizaron 90 "corpus" de estudiantes, 165 sondeos (aplicados a estudiantes de la materia de estudio) y los textos escritos por 6 docentes del área. Los hallazgos muestran que los resultados de los docentes son coherentes, en la mayoría de los casos, con los de los estudiantes; tanto en el logro del objetivo de generación de pensamiento crítico como en el distanciamiento sobre el mismo. <i>Estudios de comunicación y lingüística</i>
17:30-17:40	Transition Break/Pausa
17:40-18:00	Conference Closing and Award Ceremony/Clausura del Congreso—Dr. Bill Cope, President, Common Ground Research Networks, United States





Dilfuza Abdullaeva	Tashkent State University of Law	Uzbekistan
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Javier Acevedo Guerrero	Universidad Industrial de Santander	Colombia
Clemens Ackermann	Arena 2036	Germany
Cherie Acosta	Lamar University	United States
Lyndall Adams	Edith Cowan University	Australia
Jennifer Adams	University of Central Lancashire	United Kingdom
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Diana Aguilar Pita	Universidad Estatal de Milagro	Ecuador
Irving Samadhi Aguilar Rocha	Universidad Autónoma del Estado de Morelos	México
Ian Shelley Alabanza	University of Saint Joseph	Macao
Paulina Alberto	University of Michigan	United States
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Salah Al-Haideri	Soran University	Iraq
Isabel Alonso Breto	Universitat de Barcelona	Spain
David Alonso García	Complutense University of Madrid	Spain
Khalil Alsaadat	King Saud University	Saudi Arabia
Mariana Alvarado	Universidad de Monterrey	México
René Álvarez Orozco	Universidad Industrial de Santander	Colombia
Alejandro Álvarez Pérez	Universidad de Jaén	España
Samara Anarbaeva	California State University, Chico	United States
José Antonio Anaya Roa	Universidad Autónoma Chapingo	México
Athmane Antara	University of Florida	United States
Nicolino Applauso	Morgan State University	United States
Jeannette Armstrong	Viterbo University, La Crosse	United States
Laura Helena Arraya Pareja	Centro de Investigaciones Sociales	Bolivia
Fariha Asif	King Abdulaziz University	Saudi Arabia
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Dima Ayoub	Middlebury College	United States
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Laura Baños Pérez	Universidad de Oviedo	España
Miguel Baraona	UNA-Costa Rica	Costa Rica
Miryam Edith Barón Colmenares	Universidad Militar Nueva Granada	Colombia
Rosalie Barrera	Baylor University	United States
Mark Bates	Quinsigamond Community College	United States
Luigi Andrea Berto	Western Michigan University	United States
Lijun Bi	Monash University	Australia
Lucia Binotti	University of North Carolina, Chapel Hill	United States
Clara Mercedes Blanco Ospina	Fundación Universitaria Católica Lumen Gentium	Colombia
José Miguel Blanco Pena	Tamkang University	Taiwan
Nikolay Bormatenko	NGO "Association Noosphere", Dnipropetrovsk	Ukraine
Tarik Bouguerba	Ibn Tofail	Morocco
Melanie Brandt	Colorado School of Mines	United States
Cristian Bratu	Baylor University	United States
Allison Budaj	Chattahoochee Technical College	United States
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Juan Calderón Cisneros	Universidad Estatal de Milagro	Ecuador
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Ariadne De Villa	Texas Lutheran University	United States
Richard Dean	California State University Los Angeles	United States
Karla Del Carpio Ovando	University of Northern Colorado	United States
Corinna Di Niro	University of South Australia	Australia
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Alain Philippe Durand	University of Arizona	United States
Yousif Elhindi	East Tennessee State University	United States
Handerson Engracio	Instituto Politécnico da Guarda	Portugal
Jonatan España Rodríguez	UNED	España
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Johana Espinel	Universidad Estatal de Milagro	Ecuador
Ciro Espinel Robles	Ministerio de Salud Pública	Ecuador
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Fedor Fomin	University of Bergen	Norway
Rui Manuel Formoso Nobre Santos	Instituto Politécnico da Guarda	Portugal
Ana Gelsemina Galafassi	Faculdade de Tecnologia da Serra Gaúcha	Brasil
Laura Galián	Universidad de Granada	Spain
Gabriela Gallegos	Instituto de Investigaciones Sociales	México
Jazmín Galvis ardila	Universidad Ean	Colombia
Óscar García Carmona	Universidad Pedagógica Nacional	México
Juan Manuel García Fernandez	University of Colorado Boulder	United States
Alba García Martínez	University of Barcelona	Spain
Javier Mauricio García Mogollón	Universidad de Pamplona	Colombia





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Zekeh Gbotokuma	Morgan State University	United States
Hala Ghoneim	University of Wisconsin-Whitewater	United States
Susan Giraldez	University of the Pacific	United States
Rodrigo Giraldo Henao	Universidad Nacional de Colombia, sede Manizales	Colombia
Valentina Glajar	Texas State University	United States
Teah Goldberg	Loyola Marymount University	United States
María Luisa Gómez García	Universidad de Guadalajara	México
Wei Gong	Chongqing Jiaotong University	China
Lilian González	Universidad Anáhuac	México
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Dhanya Gopal	Lee Kuan Yew School of Public Policy	Singapore
Tamara Gorozhankina	Universidad de Granada	España
Paula Gracia	Universidad de Zaragoza	España
Stefán Ásgeir Guðmundsson	Menntaskólinn við Hamrahlíð	Iceland
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Manuel J. Gutiérrez	University of Houston	EE.UU
Fernando Gutiérrez	Universidad Nacional de Costa Rica	Costa Rica
Mario Fernando Gutiérrez Romero	Pontificia Universidad Javeriana	Colombia
Diego Fernando Guzmán Amaya	Universidad Complutense de Madrid	España
Lisa Haegele	Texas State University	United States
Nadine Hall	Greenhills School	United States
Matthew Hannah	Purdue University	United States
Carlos Hawley	North Dakota State University	United States
John Charles Hawley	Santa Clara University	United States
Lee Herrmann	Universitat Autònoma de Barcelona	Spain
Michele Hill	Common Ground Research Networks	United States
Nadia Hindi	Universidad de Granada	Spain
Mary Beth Hines	Indiana University	United States
Sarah Jayne Hitt	Colorado School of Mines	United States
Song Lih Huang	National Yang Ming University	Taiwan
Robert Glyn Mon Hughes	Liverpool John Moores University	United Kingdom
Luis R. Ibarra	Universidad Autónoma de Querétaro	México
Cynthia Icaza	Universidad de Almería	España
Alma Islas	Universidad Autónoma de la Ciudad de México	México
Patsy Iwasaki	University of Hawaii at Hilo	United States
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Twelfth Global Studies Conference

Jagiellonian University
Kraków, Poland | 27–28 June 2019
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

Queen's University Belfast
Belfast, UK | 24–26 July 2019
thelearner.com/2019-conference



XXVI Congreso Internacional sobre Aprendizaje

Universidad de Queen
Belfast, Reino Unido | 24–26 de julio de 2019
sobreaprendizaje.com/congreso-2019



Tenth International Conference on The Image

Manchester School of Art,
Manchester Metropolitan University
Manchester, UK | 5–6 September 2019
ontheimage.com/2019-conference



Aging & Social Change: Ninth Interdisciplinary Conference

University of Vienna
Vienna, Austria | 16–17 September 2019
agingandsociety.com/2019-conference



Ninth International Conference on Health, Wellness & Society

University of California at Berkeley
Berkeley, USA | 19–20 September 2019
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

Universidad de Bonn
Bonn, Alemania | 26–28 de septiembre de 2019
medios-comunicacion.com/congreso-2019



Ninth International Conference on Food Studies

National Kaohsiung University of
Hospitality and Tourism
Kaohsiung City, Taiwan | 24–25 October 2019
food-studies.com/2019-conference



Twelfth International Conference on the Inclusive Museum

Muntref, Museum of Immigration
Buenos Aires, Argentina | 7–9 November 2019
onmuseums.com/2019-conference



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

Pontifical Catholic University of Chile
Santiago, Chile | 29–31 January 2020
onsustainability.com/2020-conference



XVI Congreso Internacional sobre Sostenibilidad Medioambiental, Cultural, Económica y Social

Pontificia Universidad Católica de Chile
Santiago, Chile | 29–31 de enero de 2020
lasostenibilidad.com/congreso-2020



Fourteenth International Conference on Design Principles & Practices

Pratt Institute, Brooklyn Campus
New York, USA | 16–18 March 2020
designprinciplesandpractices.com/2020-conference



XIV Congreso Internacional sobre Principios y Prácticas del Diseño

Pratt Institute, Brooklyn Campus
Nueva York, Estados Unidos | 16–18 de marzo de 2019
el-diseno.com/congreso-2020



Sixteenth International Conference on Technology, Knowledge, and Society

Illinois Conference Center at University of Illinois
Research Park
Champaign, USA | 26–27 March 2020
techandsoc.com/2020-conference



Twelfth International Conference on Climate Change: Impacts & Responses

Ca' Foscari University of Venice
Venice, Italy | 16–17 April 2020
on-climate.com/2020-conference



Thirteenth International Conference on e-Learning & Innovative Pedagogies

University of the Aegean - Rhodes Campus
Rhodes, Greece | 23–24 April 2020
ubi-learn.com/2020-conference



XVI Congreso Internacional de Tecnología, Conocimiento y Sociedades

Universidad del Egeo - Campus Rodas
Rodas, Grecia | 23–24 de abril de 2020
tecno-soc.com/congreso-2020



Tenth International Conference on Religion & Spirituality in Society

UBC Robson Square
Vancouver, Canada | 30 April - 1 May 2020
religioninsociety.com/2020-conference



X Congreso Internacional sobre Religión y Espiritualidad en la Sociedad

UBC Robson Square
Vancouver, Canadá | 30 de abril–1 de mayo de 2020
la-religion.com/congreso-2020



Tenth International Conference on The Constructed Environment

University of California Berkeley, Clark Kerr Campus
Berkeley, USA | 13–14 May 2020
constructedenvironment.com/2020-conference



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

University of Illinois at Chicago,
Student Center East
Chicago, USA | 27–28 May 2020
organization-studies.com/2020-conference



XX Congreso Internacional de Conocimiento, Cultura y Cambio en Organizaciones

Universidad de Illinois en Chicago,
Student Center East
Chicago, Estados Unidos | 27–28 de mayo de 2020
la-organizacion.com/congreso-2020



Thirteenth Global Studies Conference

Concordia University
Montreal, Canada | 4–5 June 2020
onglobalization.com/2020-conference



Twentieth International Conference on Diversity in Organizations, Communities & Nations

University of Milan
Milan, Italy | 10–12 June 2020
ondiversity.com/2020-conference



XX Congreso Internacional sobre Diversidad en Organizaciones, Comunidades y Naciones

Universidad de Milán
Milán, Italia | 10–12 de junio de 2020
ladiversidad.com/congreso-2020



Eleventh International Conference on Sport & Society

University of Granada
Granada, Spain | 18–19 June 2020
sportandsociety.com/2020-conference



Fifth International Conference on Tourism & Leisure Studies

University of Dubrovnik
Dubrovnik, Croatia | 18–19 June 2020
tourismandleisurestudies.com/2020-conference



Fifteenth International Conference on The Arts in Society

NUI Galway
Galway, Ireland | 24–26 June 2020
artsinsociety.com/2020-conference



Eighteenth International Conference on New Directions in the Humanities

Ca' Foscari University of Venice
Venice, Italy | 1–3 July 2020
thehumanities.com/2020-conference



XVIII Congreso Internacional sobre Nuevas Tendencias en Humanidades

Universidad Ca' Foscari de Venecia
Venecia, Italia | 1–3 de julio de 2020
las-humanidades.com/congreso-2020



Information, Medium & Society: Eighteenth International Conference on Publishing Studies

Ca' Foscari University of Venice
Venice, Italy | 3 July 2020
booksandpublishing.com/2020-conference



Twenty-seventh International Conference on Learning

University of Valencia
Valencia, Spain | 13–15 July 2020
thelearner.com/2020-conference



XXVII Congreso Internacional de Aprendizaje

Universidad de Valencia
Valencia, España | 13–15 de julio de 2020
sobreaprendizaje.com/congreso-2020



Fifteenth International Conference on Interdisciplinary Social Sciences

National and Kapodistrian University of Athens, Athens, Greece | 20–22 July 2020
thesocialsciences.com/2020-conference



XV Congreso Internacional de Ciencias Sociales Interdisciplinarias

Universidad de Atenas
Atenas, Grecia | 20–22 de julio de 2020
interdisciplinasocial.com/congreso-2020



Tenth International Conference on Health, Wellness & Society

Université de la Sorbonne Nouvelle Paris 3
Paris, France | 3–4 September 2020
healthandsociety.com/2020-conference



X Congreso Internacional de Salud, Bienestar y Sociedad

Université de la Sorbonne Nouvelle Paris 3
París, Francia | 3–4 de septiembre de 2020
saludsociedad.com/congreso-2020



Thirteenth International Conference on the Inclusive Museum

Museum of Lisbon
Lisbon, Portugal | 3–5 September 2020
onmuseums.com/2020-conference



XIII Congreso Internacional de Museos Inclusivos

Museo de Lisboa
Lisboa, Portugal | 3–5 de septiembre de 2020
museosinclusivos.com/congreso-2020

Eighteenth International Conference on

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