



Fourteenth International Conference on  
**Interdisciplinary  
Social Sciences**

*Global Flows, Diversified Realities*

Universidad Autónoma Metropolitana  
Mexico City, Mexico  
10–12 July 2019

XIV Congreso Internacional de  
**Ciencias Sociales  
Interdisciplinarias**

*Flujos globales, realidades diversificadas*

Universidad Autónoma Metropolitana  
Unidad Xochimilco  
Ciudad de México, México  
10–12 de julio de 2019

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**Interdisciplinary Social Sciences**

*“Global Flows, Diversified Realities”*

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Designed by Ebony Jackson and Brittani Musgrove



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Dear Interdisciplinary Social Sciences Conference Delegates,

Welcome to Mexico City and to the Fourteenth International Conference on Interdisciplinary Social Sciences. 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 explore the social sciences.

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. I'd like to thank the Universidad Autónoma Metropolitana for the tremendous amount of work that has gone into hosting this year's conference, most especially, our Conference Chair, Dr. Gerardo Tunal Santiago and Rector, Dr. Fernando de León González. Additionally, I thank my colleagues Rachael Arcario, Tatiana Portnova, Dionisio Moral Ruiz, and McCall Macomber, 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. Rae-Anne Montague  
Conference Host  
Common Ground Research Networks



Estimados ponentes de Ciencias Sociales Interdisciplinarias:

Les damos la bienvenida a la Ciudad de México y al XIV Congreso Internacional de Ciencias Sociales Interdisciplinarias. Mis colegas de Common Ground Networks (Redes de Investigación Common Ground) y yo nos sentimos muy honrados de que se unan 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 algo que decir acerca del mundo con el propósito de cambiarlo.

Common Ground asume el firme compromiso de ofrecer a personas como ustedes la oportunidad de reunirse, compartir y aprender de los demás. 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, explorar las Ciencias Sociales.

Puesto que la inspiración que infunde la experiencia del Congreso es susceptible de verse reducida con el paso del tiempo, Common Ground estimula su perdurabilidad mediante la plataforma CG Scholar; un entorno online diseñado para el trabajo, el conocimiento y el aprendizaje. 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. Me gustaría agradecer a la Universidad Autónoma Metropolitana (Unidad Xochimilco) por el gran trabajo realizado para recibir el Congreso de este año y, especialmente, al presidente del Congreso Dr. Gerardo Tunal Santiago y al Rector Dr. Fernando de León González. Asimismo, quiero expresar mi gratitud a mis compañeros/as Rachael Arcario, Tatiana Portnova, Dionisio Moral Ruiz y McCall Macomber, 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,

Dra. Rae-Anne Montague  
Conference Host  
Common Ground Research Networks



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



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

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

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

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



### **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.

# **Interdisciplinary Social Sciences Research Network**

*Exploring disciplinary and interdisciplinary  
approaches within and across the various  
social sciences and between the social and the  
natural and applied sciences*



Founded in 2006, the Interdisciplinary Social Sciences Research Network is brought together by a common interest in disciplinary and interdisciplinary approaches, within and across the various social sciences, and between the social, natural and applied sciences.

### 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 Interdisciplinary Social Sciences 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 Interdisciplinary Social Sciences 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 Interdisciplinary Social Sciences Journal Collection. Publication proposal and manuscript submissions are also welcome.

### Membership

As a Interdisciplinary Social Sciences Research Network member you have access to a broad range of benefits, tools, and resources:

- Digital subscription to the Interdisciplinary Social Sciences 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





On disciplinary and interdisciplinary practices in the study of the social

## Theme 1: Social and Community Studies

- Sociology: concepts and practices
- Geographical perspectives on spaces and flows
- What are the behavioral sciences?
- Psychology of the social
- Where mind meets world: cognitive science as interdisciplinary practice
- Economics as social science
- Sociology and history: the dynamics of synchrony and diachrony
- Philosophy's place in the social sciences
- Social welfare studies as interdisciplinary practice
- Health in community
- Horizons of interest: agenda setting in the social sciences
- Research and knowledge in action: the applied social sciences
- Social sciences for the professions
- Social sciences for social welfare
- Accounting for inequalities: poverty and exclusion
- Social breakdown: dysfunction, crime, conflict, violence
- Social sciences addressing social crisis points
- Technologies in and for the social
- Economics, politics and their social effects: investment, ownership, risk, productivity, competition, regulation and deregulation, public accountability, stakeholders, trust, worklife, resource distribution, consumption, wellbeing, living standards
- Commonalities, differences and relationships between the social and the natural sciences: research methodologies, professional practices and ethical positions
- Research methodologies involving 'human subjects'
- The social sciences in the applied sciences and professions: engineering, architecture, planning, computing, tourism, law, health

On the processes of governance and nature of citizenship

## Theme 2: Civic and Political Studies

- Political science as disciplinary practice
- Investigating public policy
- Law as a social science
- Criminology as social science
- Public health
- Social sciences in the service of social policy: risks and rewards
- Social transformations: structure and agency in social dynamics
- Accounting for the dynamics of citizenship, participation and inclusion
- Trust, social capital, social cohesion and social welfare
- Politics in, and of, the social sciences
- Interdisciplinary perspectives on politics, public policy, governance, citizenship and nationality
- Security and insecurity, conflict and cohesion, war and peace, terror and anti-terror
- The neo-liberal state and its critics
- Policy measures: assessing social need and social effectiveness



On disciplinary and interdisciplinary practices in the study of human cultures and cultural interactions

### Theme 3: Cultural Studies

- Of human lifeways: anthropology in its contexts
- Of human lifecourses: family, childhood, youth, parenting and aging
- Of human origins: paleontology, primate evolution, physical anthropology
- Ethnographic methods
- Social meanings: language, linguistics, discourse, text
- Cultural studies as a constitutive field
- Social science stances: modernism and postmodernism; structuralism and poststructuralism
- Where humanities and social sciences meet
- Social structure and human culture: the sociological and the anthropological
- Interdisciplinary perspectives on human differences
- Identities in social science: generational, gender, sexuality, ethnic, diasporic
- Perspectives on, and voices of, difference: multiculturalism and feminism
- Religion and the human sciences
- Health, wellbeing and culture

On the dynamics of globalization and the transformation of the local

### Theme 4: Global Studies

- Global flows
- Global security
- Human movement: migration, refugees, undocumented migrants
- The dynamics of globalization, diaspora and diversity
- Globalized economics: inequalities, development, 'free' and 'fair' trade
- Developed and developing worlds
- Inequalities in international perspective
- Poverty and global justice
- Human rights in global perspective
- The local and the global

On the connections between human and natural environments

### Theme 5: Environmental Studies

- The natural and the social: interdisciplinary studies
- Human environments
- Sustainability as a focus of interdisciplinary study
- What are applied sciences?
- Health and the environment
- People, place and time: human demography
- Environmental governance: consumption, waste, economic 'externalities', sustainability, environmental equity
- Human interests in the natural sciences: the politics of the environment





On the social dynamics of public, community and privately owned organizations

## Theme 6: Organizational Studies

- Management as social science
- Culture in organizations
- Technology and work
- The social dynamics of organizations
- Human resource management
- Workers' rights
- Corporate governance
- Organizational and social sustainability
- Corporate social responsibility
- Knowledge ecologies: embedded knowledge in the organizational setting
- Tacit and explicit knowledge
- Private and public knowledge
- Scenario building and futures forecasting
- Organizational change

On learning about the social and social learning

## Theme 7: Educational Studies

- Education as a social science
- The learning sciences as an interdisciplinary endeavor
- Action research: the logistics and ethics of interventionary social science
- Teaching and learning the social studies
- History teaching and learning
- Economics teaching and learning
- Geography teaching and learning
- Technology in learning and learning about technology

On the representation and communication of human meanings

## Theme 8: Communication

- Media studies as social science
- Communications as a social science
- Information and communications technologies
- The social web: the internet in its social context
- Human-computer interactions
- Literacies as a social learning experience



### Global Flows, Diversified Realities

Perhaps because it is a relatively new field, most of the literature about globalization illustrates a tendency toward a framework of global flows without acknowledging that this form of accumulation reveals the re-appropriation of local environments . Like any social change, globalization does not occur uniformly. In addition, the resignification of the local dimension does not necessarily reflect the strength of this new capitalism but, rather, the human need for association, identification, and cultural preservation.

Reality is a social construction and, by extension, is constantly shifting. Thus, social groups are not immune to the prevailing Universalist tendencies. With that in mind, global dynamics cannot be explained without considering local manifestations and how the latter relate to the former. Therefore, the social sciences cannot continue proceeding from theoretical monotheisms , but should do so by means of being transdisciplinary. Since the end of the 1970s, we have been witnessing, much more than in the past, the expression of highly diversified and fragmented realities under a theoretical and growing approach pretending otherwise. The only certainty is that there are no unique procedures, and the scientific world should remain open to alternative points of view and to the different ways in which globalization is expressed.





## The Disciplinary Work of the Social Sciences

### What is a discipline?

Each of the sciences of the social is marked by its distinctive disciplinary modes—the thinking practices of Anthropology, Archaeology, Behavioral Sciences, Cognitive Science, Communications, Cultural Studies, Demography, Economics, Education, Geography, Humanities, Law, Management, Media, Politics, Policy Studies, Psychology, Social Welfare, Sociology, to name a some of the principal sciences of the social. The disciplinary variation is so broad that practitioners in some of these areas may not even consider their discipline a ‘science’, whilst in other disciplines there is a general consensus about the scientific character of their endeavor.

Disciplines represent fields of deep and detailed content knowledge, communities of professional practice, forms of discourse (of fine and precise semantic distinction and technicality), areas of work (types of organization or divisions within organizations such as academic departments or research organizations), domains of publication and public communication, sites of common learning, shared experiences of apprenticeship into disciplinary community, methods of reading and analysing the world, ways of thinking or epistemic frames, even ways of acting and types of person. ‘Discipline’ delineates the boundaries of intellectual community, the distinctive practices and methodologies of particular areas of rigorous and concentrated intellectual effort, and the varying frames of reference used to interpret the world.

And what is a science? Some of the studies of the social habitually and comfortably call themselves ‘sciences’, but others do not. The English word ‘science’ derives from the Latin ‘sciens’, or knowing. Return to the expansiveness of this root, and studies of the human could lay equally legitimate claim to that word.

‘Science’ in this broadest of senses implies and intensity of focus and a concentration of intellectual energies greater than that of ordinary, everyday, commonsense or lay ‘knowing’. It is more work and harder work. It relies on the ritualistic rigors and accumulated wisdoms of disciplinary practices.

These are some of the out-of-the-ordinary knowledge processes that might justify use of the word ‘science’, not only in the social sciences but also in the natural, physical, mathematical and applied sciences:

*Science has an experiential basis.* This experience may be based direct personal intuition of the already-known, on interests integral to the lifeworld, on the richness of life fully lived. Or it might be experience gained when we move into new and potentially strange terrains, deploying the empirical processes of methodical observation or systematic experimentation.

*Science is conceptual.* It has a categorical frame of reference based on higher levels of semantic precision and regularity than everyday discourse. On this foundation, it connects concept to concept into schemas. This is how science builds theories which model the world.

*Science is analytical.* It develops frames of reasoning and explanation: logic, inference, prediction, hypothesis, induction, deduction. And it sees the world through an always cautiously critical eye, interrogating the interests, motives and ethics that may motivate knowledge claims and subjecting epistemic assumptions to an ever-vigilant process of metacognitive reflection.

*Science is application-oriented.* It can be used to do things in the world. In these endeavors, it may be pragmatic, designing and implementing practical solutions within larger frames of reference and achieving technical and instrumental outcomes. Or it may be transformative—redesigning paradigms, social being and even the conditions of the natural world. What, after all, is the purpose of knowing other than to have an effect on the world, directly or indirectly?





Science can be any or all of these experiential, conceptual, analytical and applied things. Some disciplines may prioritize one or other of these knowledge processes, and this may be the source of their strength as well as potential weakness. In any event, these are the kinds of things we do in order to know in the out-of-the-ordinary ways worthy of the name 'science'.

The Social Sciences conference, journals, book imprint, and online media provide a space to discuss these varied disciplinary practices, and examine examples of these practices in action. In this respect, their concern is to define and exemplify disciplinary. They foster conversations which range from the broad and speculative to the microcosmic and empirical.

### **The Interdisciplinary Work of the Social and Other Sciences**

**Interdisciplinary, transdisciplinary or multidisciplinary work crosses disciplinary boundaries.**

This may be for pragmatic reasons, in order to see and do things that can't be seen or done adequately within the substantive and methodological confines of a discipline. Broader views may prove to be more powerful than narrower ones, and even the more finely grained within-discipline views may prove all-the-more powerful when contextualized broadly. The deeper perspectives of the discipline may need to be balanced with and measured against the broader perspectives of interdisciplinarity.

Interdisciplinary approaches may also be applied for reasons of principle, to disrupt the habitual narrowness or outlook of within-discipline knowledge work, to challenge the ingrained, discipline-bound ways of thinking that produce occlusion as well as insight. If the knowable universe is a unity, discipline is a loss as well as a gain, and interdisciplinarity may in part recover that loss. Interdisciplinary approaches also thrive at the interface of disciplinary and lay understandings. Here, interdisciplinarity is needed for the practical application of disciplined understandings to the actually existing world. Robust applied knowledge demands an interdisciplinary holism. A broad epistemological engagement is required simply to be able to deal with the complex contingencies of a really-integrated universe.

The Social Sciences conference, journals, book imprint, and online media are spaces in which to discuss these varied interdisciplinary practices, and to showcase these practices in action across and between the social, natural and applied sciences.

### **Ways of Seeing, Ways of Thinking and Ways of Knowing**

**What are the distinctive modes of the social, natural and applied sciences? What are their similarities and differences?**

In English (but not some other languages), 'science' suffers a peculiar semantic narrowing. It seems to apply more comfortably to the natural world, and only by analogy to some of the more systematic and empirically-based of the human sciences. It connotes a sometimes narrow kind of systematicity: the canons of empirical method; an often less-than reflective acceptance of received theoretical categories and paradigms; formal reasoning disengaged from human and natural consequences; technical control without adequate ethical reflection; an elision of means and ends; narrow functionalism, instrumentalism and technorationalism; a pragmatism to the neglect broader view of consequences; and conservative risk aversion. These are some of the occupational hazards of activities that name themselves sciences—social, natural or applied. In studying the social setting, however, it's not good enough just to have a rigorous empirical methodology without a critical eye to alternative interests and paradigmatic frames of reference, and without a view to the human-transformational potentials of knowledge work.





Humanistic methodologies sometimes address the social in a deliberate counterpoint to science, distancing themselves from the perceived narrownesses of scientific method. This move, however, may at times leave science stranded, separated from its social origins and ends. The natural and technological sciences are themselves more subject to contestation around axes of human interest than the narrow understanding of science seems to be able to comprehend. Whether it be bioethics, or climate change, or the debates around Darwinism and Intelligent Design, or the semantics of computer systems, questions of politics and ideology are bound closely to the ostensible evidence. Faux empiricism is less than adequate to address the more important questions, even in the natural and technological sciences. Science can be found lacking when it is disengaged from the humanistic.

The humanistic, however, has its own occupational hazards: disengaged critique and supercilious inaction without design responsibility; political confrontation without systematic empirical foundation; ideological fractiousness without apparent need for compromise; the agnostic relativism of lived experience and identity-driven voice; voluntarism that leads to a naive lack of pragmatism and failure in application.

A reconstructive view of the social, natural and applied sciences would be holistic, attempting always to avoid the occlusions of narrow methodological approaches. It would also be ambitious, intellectually and practically.

In this context, the Social Sciences conference, group of journals, book Imprint, and online media pursue two aspirations, two openings. The first is an intellectual opening, founded on an agenda designed to strengthen the theories, the research methodologies, the epistemologies and the practices of teaching and learning about the social world and the relation of the social to the natural world.

The second opening is pragmatic and inventive. All intellectual work is an act of imagination. At its best, it is ambitious, risky and transformative. If the natural sciences can have human ambitions as big as those of the medical sciences—the fight against MS or cancer or Alzheimer's, for instance—then the social sciences can have ambitions as large as to settle the relation of humans to the natural environment, the material conditions of human equality and the character of the future person.



The principal role of the Advisory Board is to drive the overall intellectual direction of the Interdisciplinary Social Sciences 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 Interdisciplinary Social Sciences Journal Collection as well as proposals or completed manuscripts to the Interdisciplinary Social Sciences Books Imprint.

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

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## A Digital Learning Platform

Use CGScholar to Support Your Teaching

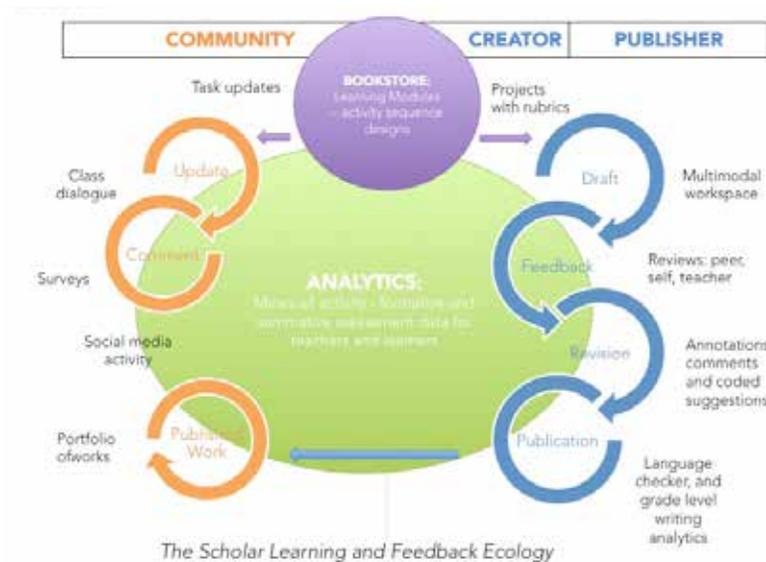
CGScholar is a social knowledge platform that *transforms the patterns of interaction in learning by putting students first*, positioning them as knowledge producers instead of passive knowledge consumers. CGScholar provides scaffolding to encourage making and sharing knowledge drawing from multiple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

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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](https://cgscholar.com/cg_support/en)).

- Create projects for groups of students, involving draft, peer review, revision, and publication.
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For more information, visit: <http://knowledge.cgscholar.com>.

# **Red de Investigación de Ciencias Sociales Interdisciplinarias**

*Explorar los enfoques disciplinares e interdisciplinarios tanto en las diversas ciencias sociales, naturales y aplicadas, como entre ellas*



Fundada en 2006, la Red de Investigación de Ciencias Sociales Interdisciplinares se reúne en torno a un interés común por las aproximaciones disciplinar e interdisciplinar a las distintas ciencias sociales y a su interacción entre sí; así como a la vinculación e interacción de las ciencias sociales con las ciencias naturales y aplicadas.

## Congreso

El Congreso Internacional de Ciencias Sociales Interdisciplinares 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 de Ciencias Sociales Interdisciplinares, los autores o ponentes tienen la oportunidad de publicar en la *Revista Internacional de Ciencias Sociales Interdisciplinares*, 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.





Sobre las prácticas disciplinares e interdisciplinarias en el estudio de lo social

## Tema 1: Estudios Sociales y de la Comunidad

- Sociología: conceptos y prácticas
- Perspectivas geográficas de los espacios y los movimientos
- ¿Qué son las ciencias del comportamiento?
- La psicología de lo social
- Donde la mente se encuentra con el mundo: la ciencia cognitiva como práctica intredisciplinar
- La economía como ciencia social
- Sociología e historia: la dinámica de la sincronía y la diacronía
- El lugar de la filosofía en las ciencias sociales
- Los estudios del bienestar social como práctica interdisciplinar
- La salud en una comunidad
- Horizontes de interés: definición de agendas en las ciencias sociales
- Investigación y conocimiento en acción: las ciencias sociales aplicadas
- Ciencias sociales para las profesiones
- Ciencias sociales para el bienestar social
- Cómo explicar las desigualdades: la pobreza y la exclusión
- La descomposición social: disfunción, delincuencia, conflicto, violencia
- Cómo abordan las ciencias sociales los puntos de crisis social
- Las tecnologías en y para lo social
- La economía, la política y sus efectos sociales: inversión, propiedad, riesgo, productividad, competencia, regulación y desregulación, responsabilidad pública, partes interesadas, confianza, vida laboral, distribución de los recursos, consumo, bienestar, nivel y calidad de vida
- Semejanzas, diferencias y relaciones entre las ciencias sociales y naturales: metodologías de investigación, prácticas profesionales y posturas éticas
- Metodologías de investigación con "sujetos humanos"
- Las ciencias sociales en las ciencias aplicadas y las profesiones: ingeniería, arquitectura, urbanismo, informática, turismo, derecho, salud



Sobre los procesos de gobierno y el carácter de la ciudadanía

### Tema 2: Estudios Cívicos y Políticos

- La ciencia política como práctica disciplinar
- La investigación de las políticas públicas
- El derecho como ciencia social
- La criminología como ciencia social
- La salud pública
- Las ciencias sociales al servicio de la política social: riesgos y recompensas
- Las transformaciones sociales: la estructura y la acción en la dinámica social
- Cómo explicar la dinámica de ciudadanía, participación e inclusión
- Confianza, capital social, cohesión social y bienestar social
- La política en y para las ciencias sociales
- Perspectivas interdisciplinarias de la política, las políticas públicas, el gobierno, la ciudadanía y la nacionalidad
- Seguridad e inseguridad, conflicto y cohesión, guerra y paz, terrorismo y antiterrorismo
- El Estado neoliberal y sus críticos
- Medición de las políticas públicas: evaluación de la necesidad y la eficacia sociales

Sobre las prácticas disciplinares e interdisciplinares en el estudio de las culturas humanas y las interacciones culturales

### Tema 3: Estudios culturales

- De los estilos de vida humanos: la antropología en sus contextos
- De la vida humana: familia, infancia, juventud, paternidad y envejecimiento
- De los orígenes humanos: paleontología, evolución de los primates, antropología física
- Métodos etnográficos
- Significados sociales: lenguaje, lingüística, discurso, texto
- Estudios culturales como campo constitutivo
- Posturas de la ciencia social: modernismo y posmodernismo; estructuralismo y postestructuralismo
- Donde las humanidades y las ciencias sociales se encuentran
- Estructura social y cultura humana: lo sociológico y lo antropológico
- Perspectivas interdisciplinarias de las diferencias humanas
- Identidades en la ciencia social: generacional, de género, sexual, étnica, del exilio
- Perspectivas y voces de la diferencia: multiculturalismo y feminismo
- La religión y las ciencias humanas
- Salud, bienestar y cultura





Sobre la dinámica de la globalización y la transformación de lo local

## Tema 4: Estudios globales

- Flujos globales
- Seguridad global
- Movimiento humano: migración, refugiados, migrantes indocumentados
- La dinámica de la globalización, la diáspora y la diversidad
- Economía globalizada: desigualdades, desarrollo, comercio “libre” y “justo”
- El mundo desarrollado y el mundo en desarrollo
- Las desigualdades en la perspectiva internacional
- Pobreza y justicia global
- Los derechos humanos en la perspectiva global
- Lo local y lo global

Sobre las relaciones entre los ambientes humanos y naturales

## Tema 5: Estudios del Medio Ambiente

- Lo natural y lo social: estudios interdisciplinarios
- Ambientes humanos
- La sostenibilidad como centro de los estudios interdisciplinarios
- ¿Qué son las ciencias aplicadas?
- La salud y el medio ambiente
- Población, espacio y tiempo: la demografía humana
- Gobernación ambiental: consumo, desechos, “externalidades” económicas, sostenibilidad, equidad ambiental
- Los intereses humanos en las ciencias naturales: la política del medio ambiente

Sobre la dinámica social de las instituciones públicas, comunitarias y privadas

## Tema 6: Estudios organizacionales

- La administración como ciencia social
- La cultura en las instituciones
- Tecnología y trabajo
- La dinámica social de las instituciones
- Administración de los recursos humanos
- Derechos de los trabajadores
- Gobierno de las empresas
- Sostenibilidad institucional y social
- Responsabilidad social de las empresas
- Ecologías del conocimiento: el conocimiento integrado al entorno institucional
- Conocimiento tácito y explícito
- Conocimiento privado y público
- Previsión de posibilidades y pronósticos
- Cambio institucional



Sobre el aprendizaje de lo social y el aprendizaje social

### **Tema 7: Ciencias de la Educación**

- La educación como ciencia social
- El aprendizaje de las ciencias como ocupación interdisciplinar
- Investigación de la acción: la logística y la ética de la ciencia social intervencionista
- Enseñanza y aprendizaje de los estudios sociales
- Enseñanza y aprendizaje de la historia
- Enseñanza y aprendizaje de la economía
- Enseñanza y aprendizaje de la geografía
- La tecnología en la enseñanza y la enseñanza de la tecnología

Sobre la representación y comunicación de sentidos humanos

### **Tema 8: Comunicación**

- El estudio de los medios de comunicación como ciencia social
- Las comunicaciones como ciencia social
- Tecnologías de la información y las comunicaciones
- La red social: internet y su contexto social
- Interacciones entre el ser humano y la computadora
- Los alfabetismos como experiencia de aprendizaje social





### Flujos globales, realidades diversificadas

Quizá por su relativa novedad, la mayoría de la literatura sobre la globalización solo da cuenta de una tendencia hacia un esquema de flujos globales sin advertir que este modo de acumulación evidenció la reapropiación de los contextos locales. Como cualquier cambio social, la globalización no se da de manera uniforme. Asimismo, la resignificación de la dimensión local no necesariamente obedece a una resistencia a este nuevo capitalismo, sino a la necesidad humana de agrupación, identificación y preservación cultural. La realidad es una construcción social y, en consecuencia, siempre está en constante cambio. De este modo, los grupos sociales no son inmunes a las tendencias dominantes universalistas. En este sentido, no se puede explicar las dinámicas globales sin tomar en consideración las expresiones locales, ni éstas sin referirlas a las primeras. Así, las ciencias sociales no pueden seguir operando desde monoteísmos teoréticos como aún todavía se hace, sino a través de la transdisciplinariedad en tanto que, desde finales de los años setenta del siglo XX, estamos presenciando, más que en el pasado, la expresión de realidades altamente diversificadas y fragmentadas bajo un modelo teórico y de acumulación que pretende lo contrario. Lo único claro es que no hay tratamientos unívocos y que la comunidad científica debe estar abierta a explicaciones alternativas y al análisis de las distintas maneras en que se expresa la globalización.



## El trabajo disciplinar de las ciencias sociales

¿Qué es una disciplina?

Cada una de las ciencias de lo social se caracteriza por un modo disciplinar distintivo: las prácticas de pensamiento de la antropología, arqueología, ciencias del comportamiento, ciencia cognitiva, comunicaciones, estudios culturales, demografía, economía, educación, geografía, humanidades, derecho, administración, medios de comunicación, política, estudios de política pública, psicología, bienestar social o sociología, por nombrar algunas de las principales. La variación disciplinar es tan amplia que los profesionales de algunos de estos campos quizá ni siquiera consideren a su disciplina como una "ciencia", mientras que en otros casos hay un consenso general sobre el carácter científico de la disciplina.

Las disciplinas representan campos de conocimiento provistos de contenidos profundos y detallados, comunidades de práctica profesional, formas de discurso (de distinción semántica y tecnicismos detallados y precisos), ámbitos de trabajo (tipos de instituciones o divisiones dentro de las instituciones, como facultades académicas o instituciones de investigación), esferas de publicación y comunicación pública, espacios de aprendizaje común, experiencias compartidas de formación en la comunidad disciplinar, métodos de interpretar y analizar el mundo, maneras de pensar o marcos epistémicos, incluso modos de actuar y tipos de personas. El término "disciplina" delinea las fronteras de la comunidad intelectual, las prácticas y metodologías distintivas de ámbitos particulares de esfuerzo intelectual riguroso y concentrado, y los diversos marcos de referencia usados para interpretar el mundo.

¿Y qué es ciencia? Algunos ámbitos de estudios de lo social se catalogan a sí mismos como "ciencias" de manera cómoda y habitual, mientras que otros no. La palabra "ciencia" procede del latín *sciens*, o conocimiento. Volvamos a la expansividad de esta raíz, y los estudios de lo humano bien podrían reclamar para sí un derecho igualmente legítimo a esa designación.

"Ciencia" en su sentido más amplio implica una intensidad de atención y concentración de las energías intelectuales mayor que aquella del "conocimiento" ordinario, cotidiano, de sentido común o lego. Es un trabajo mayor y más arduo. Se basa en los rigores rituales y la sabiduría acumulada de las prácticas disciplinares.

Estos son algunos de los procesos extraordinarios de conocimiento que justificarían el uso de la palabra "ciencia", no solo en las ciencias sociales, sino también en las naturales, físicas, matemáticas y aplicadas:

*La ciencia tiene una base experimental.* Esta experiencia puede estar basada en una intuición personal directa de lo ya conocido, en intereses integrales de la experiencia del mundo, en la riqueza de la vida vivida plenamente. O puede ser experiencia adquirida cuando nos adentramos en terrenos nuevos y quizá extraños, desplegando los procesos empíricos de la observación metodológica o la experimentación sistemática.

*La ciencia es conceptual.* Tiene un marco categórico de referencia basado en mayores grados de precisión y regularidad semántica que el discurso cotidiano. Sobre esta base, conecta un concepto con otro para formar esquemas. Es así como la ciencia construye teorías que modelizan el mundo.

*La ciencia es analítica.* Elabora marcos de razonamiento y explicación: lógica, inferencia, predicción, hipótesis, inducción, deducción. Y ve el mundo con ojo siempre cautelosamente crítico, que cuestiona los intereses, motivos y éticas que puede haber detrás de las pretensiones de conocimiento y somete los supuestos epistémicos a un proceso siempre vigilante de reflexión metacognitiva.





*La ciencia tiende a la aplicación.* Puede usarse para realizar cosas en el mundo. En estos quehaceres, puede ser pragmática, al diseñar y aplicar soluciones prácticas en mayores marcos de referencia y lograr resultados técnicos e instrumentales. O puede ser transformativa, reformando los paradigmas, el ser social e incluso las mismas condiciones del mundo natural. Después de todo, ¿para qué sirve el conocimiento si no es para tener un efecto en el mundo, de modo directo o indirecto?

La ciencia puede ser cualquiera o todas estas cosas experienciales, conceptuales, analíticas y aplicadas. Algunas disciplinas quizá den prioridad a uno u otro de estos procesos de conocimiento, y esto puede ser el origen de su fuerza, así como una posible debilidad. En todo caso, estas son las cosas que hacemos para conocer del modo extraordinario que merece el nombre de "ciencia".

El congreso, las revistas, la serie de libros y los medios en línea de ciencias sociales ofrecen un espacio para debatir estas diversas prácticas disciplinares y examinar ejemplos de estas en acto. A este respecto, su asunto es definir y ejemplificar la disciplinariedad. Fomentan conversaciones que van desde lo amplio y especulativo hasta lo microcósmico y empírico.

### **El trabajo interdisciplinar de las ciencias sociales y otras ciencias**

**El trabajo interdisciplinar, transdisciplinar o multidisciplinar cruza las fronteras disciplinares.**

Esto puede ser por razones pragmáticas, para ver y hacer cosas que no pueden verse o hacerse adecuadamente dentro de los confines sustantivos y metodológicos de una disciplina. Los puntos de vista más amplios pueden resultar más poderosos que los más estrechos, e incluso las perspectivas intradisciplinares más finas pueden resultar aún más poderosas cuando se contextualizan ampliamente. Las perspectivas más profundas de la disciplina quizá necesiten equilibrarse y medirse con las más amplias de la interdisciplinariedad.

Los enfoques interdisciplinares también se pueden aplicar por razones de principios, para trastocar la estrecha perspectiva habitual del trabajo intradisciplinar, para cuestionar los arraigados modos de pensar limitados por la disciplina, que producen tanto oclusión como percepción. Si el universo conocible es una unidad, la disciplina es lo mismo una pérdida que una ganancia, y la interdisciplinariedad puede suplir en parte esa pérdida.

Los enfoques interdisciplinares también prosperan en la interfaz que hay entre los conocimientos disciplinares y legos. Aquí, la interdisciplinariedad se necesita para la aplicación práctica de los conocimientos disciplinados al mundo que efectivamente existe. El conocimiento aplicado sólido exige un holismo interdisciplinar. Se requiere una amplia participación epistemológica solo para poder abordar las complejas contingencias de un universo realmente integrado.

El congreso, las revistas, la serie de libros y los medios en línea son espacios para debatir las diversas prácticas interdisciplinares y para exponerlas en acto, lo mismo dentro de las ciencias sociales, naturales y aplicadas que entre ellas.



### Modos de ver, pensar y saber

¿Cuáles son los modos distintivos de las ciencias sociales, naturales y aplicadas? ¿Qué semejanzas y diferencias tienen?

En español (pero no en otros idiomas), “ciencia” sufre un peculiar estrechamiento semántico. Se diría que se aplica con mayor comodidad al mundo natural, y solo por analogía son algunas de las ciencias humanas más sistemáticas y de base más empírica. Connota una especie de sistematismo a veces estrecho: los cánones del método empírico; una aceptación a menudo menos que reflectiva de categorías y paradigmas teóricos convencionales; el razonamiento formal desligado de consecuencias humanas y naturales; el control técnico sin una reflexión ética adecuada; una elisión de medios y fines; un funcionalismo, instrumentalismo y tecno-racionalismo estrechos; un pragmatismo que desatiende la visión más amplia de las consecuencias, y una conservadora aversión a correr riesgos. Estos son algunos de los riesgos ocupacionales de actividades que se llaman a sí mismas ciencias: sean sociales, naturales o aplicadas. Sin embargo, al estudiar el entorno social no es bueno tener solo una metodología empírica rigurosa sin un ojo crítico que observe los intereses alternativos y marcos de referencia paradigmáticos, y sin una perspectiva de los potenciales humanos de transformación del trabajo del conocimiento.

Las metodologías humanísticas a veces abordan lo social en contraposición deliberada a la ciencia, distanciándose de lo que perciben como estrechez del método científico. No obstante, esta actitud a veces puede dejar a la ciencia varada, separada de sus orígenes y fines sociales. Las ciencias naturales y tecnológicas están ellas mismas más sujetas a discusión en torno a ejes de interés humano de lo que el estrecho entendimiento de la ciencia parece poder abarcar. Ya sea que se trate de bioética o cambio climático, los debates en torno al darwinismo y el diseño inteligente, o la semántica de los sistemas informáticos, las cuestiones de política e ideología están estrechamente vinculadas con las pruebas ostensibles. El empirismo falso es poco adecuado para abordar las cuestiones más importantes, aun en las ciencias naturales y tecnológicas. La ciencia puede resultar deficiente cuando se desliga de lo humanístico.

Aun así, lo humanístico tiene sus propios riesgos ocupacionales: la crítica indiferente y la inacción desdeñosa sin responsabilidad de elaboración; la confrontación política sin fundamento empírico sistemático; la quisquillosidad ideológica sin capacidad de transigir; el relativismo agnóstico de la experiencia vivida y la voz movida por la identidad; el voluntarismo que conduce a una ingenua falta de pragmatismo y aplicación.

Una visión reconstructiva de las ciencias sociales, naturales y aplicadas sería holística; intentaría evitar siempre las oclusiones de los enfoques metodológicos estrechos. También sería ambiciosa, intelectual y prácticamente.

En este contexto, la conferencia, la colección de revistas, el sello editorial de libros y los medios en línea de ciencias sociales aspiran a dos cosas, dos aperturas. La primera es la apertura intelectual, fundada en una agenda concebida para fortalecer las teorías, metodologías de investigación, epistemologías y prácticas de la enseñanza y el aprendizaje del mundo social y la relación entre este y el mundo natural.

La segunda apertura es pragmática e inventiva. Todo trabajo intelectual es un acto de imaginación. En el mejor de los casos, es ambicioso, arriesgado y transformador. Si las ciencias naturales pueden tener ambiciones humanas tan grandes como las de las ciencias médicas —la lucha contra la esclerosis múltiple, el cáncer o el Alzheimer, por ejemplo—, entonces las ciencias sociales pueden tener ambiciones tan grandes como para establecer la relación entre el ser humano y el ambiente natural, las condiciones materiales de la igualdad humana y el carácter de la persona futura.





La función principal del Comité Científico es supervisar la dirección intelectual de la Red de Investigación de Ciencias Sociales Interdisciplinares y examinar los temas principales siguiendo 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 sugerencias 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 Ciencias Sociales Interdisciplinares*.

La Red de Investigación de Ciencias Sociales Interdisciplinares agradece la colaboración y el apoyo continuo de los siguientes académicos y profesionales de categoría mundial:

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- José Luis Rojas-Solís, Benemérita Universidad Autónoma de Puebla, México
- Itahisa Pérez Pérez, Universidad Pablo de Olavide, España

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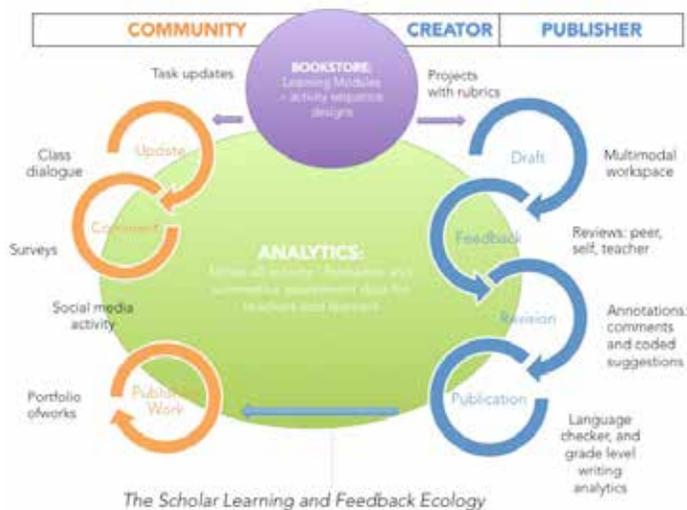
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- Cree y realice estudios y encuestas.
- Evalúe el trabajo de un estudiante empleando diversos medidores en la zona de evaluación.



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## **Interdisciplinary Social Sciences Journal Collection**

*Committed to being a definitive intellectual resource  
on emerging trends in disciplinary and interdisciplinary  
approaches to knowledge creation within and across  
the various social sciences and between the social and  
the natural and applied sciences*



## Indexing

Academic Search Alumni Edition (EBSCO)  
Academic Search Complete (EBSCO)  
Academic Search Elite (EBSCO)  
Academic Search International (EBSCO)  
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Sociology Source International (EBSCO)  
STM Source (EBSCO)  
The Australian Research Council (ERA)  
Ulrich's Periodicals Directory

## Founded:

2006

## Publication Frequency:

Quarterly (March, June, September, December)

## Network Website:

[thesocialsciences.com](http://thesocialsciences.com)

## About

The Interdisciplinary Social Sciences Journal Collection aims to examine the nature of disciplinary practices and the interdisciplinary practices that arise in the context of “real-world” applications. It also interrogates what constitutes “science” in a social context, and the connections between the social and other sciences. The journals in this collection discuss the distinctive disciplinary practices within the sciences of the social and examine examples of these practices. In order to define and exemplify disciplinarity, the collection fosters dialogue ranging from the broad and speculative to the microcosmic and practical. In considering the varied interdisciplinary, transdisciplinary, or multidisciplinary work across and between the social, natural, and applied sciences, the journals in this collection showcase interdisciplinary practices in action. The focus of papers ranges from the finely grained and empirical, to wide-ranging multidisciplinary and trans-disciplinary practices, to perspectives on knowledge and method.

## Collection Editor



**Gerassimos Kouzelis**, Faculty of Political Science and Public Administration, National and Kapodistrian University of Athens, Athens, Greece

## Reviewers

Articles published in the Interdisciplinary Social Sciences Journal Collection are peer reviewed by scholars who are active members of the Interdisciplinary Social Sciences 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 Interdisciplinary Social Sciences 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 Interdisciplinary Social Sciences: Annual Review*

ISSN: 1833-1882 (print)

DOI: 10.18848/1833-1882/CGP

**Indexing:** Academic Search Alumni Edition (EBSCO), Academic Search Complete (EBSCO), Academic Search Elite (EBSCO), Academic Search Premier (EBSCO), Biography Reference Bank (EBSCO), Educational Psychology & Administration Directory (Cabell's), OmniFile Full Text Mega (EBSCO), OmniFile Full Text Select (EBSCO), Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory

**About:** *The International Journal of Interdisciplinary Social Sciences: Annual Review* examines the nature of disciplinary practices and the interdisciplinary practices that arise in the context of "real world" applications. It also interrogates what constitutes "science" in a social context, and the connections between the social and other sciences.



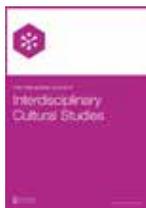
*The International Journal of Interdisciplinary Civic and Political Studies*

ISSN: 2327-0071 (print) | 2327-2481 (online)

DOI: 10.18848/2327-0071/CGP

**Indexing:** Educational Psychology & Administration Directory (Cabell's), Political Science Complete (EBSCO), Scopus, Ulrich's Periodicals Directory

**About:** *The International Journal of Interdisciplinary Civic and Political Studies* investigates the processes of governance and the nature of citizenship and invites case studies that take the form of presentations of practice, including the documentation of socially-engaged practices and exegeses analyzing the effect of those practices.



*The International Journal of Interdisciplinary Cultural Studies*

ISSN: 2327-008X (print) | 2327-2554 (online)

DOI: 10.18848/2327-008X/CGP

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*The International Journal of Interdisciplinary Educational Studies*

ISSN: 2327-011X (print) | 2327-2570 (online)

DOI: 10.18848/2327-011X/CGP

**Indexing:** Educational Psychology & Administration Directory (Cabell's), Educational Source (EBSCO), Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory

**About:** *The International Journal of Interdisciplinary Educational Studies* explores the processes of learning about the social and social learning.



*The International Journal of Interdisciplinary Environmental Studies*

ISSN: 2329-1621 (print) | 2329-1559 (online)

DOI: 10.18848/2329-1621/CGP

**Indexing:** Educational Psychology & Administration Directory (Cabell's), Environment Complete (EBSCO), Environment Index (EBSCO), Scopus, Sustainability Reference Center (EBSCO), Ulrich's Periodicals Directory

**About:** *The International Journal of Interdisciplinary Environmental Studies* offers social science-based interpretations and interdisciplinary explorations of the connections between human and natural environments.



*The International Journal of Interdisciplinary Global Studies*

ISSN: 2324-755X (print) | 2324-7568 (online)

DOI: 10.18848/2324-755X/CGP

**Indexing:** Academic Search International (EBSCO), Educational Psychology & Administration Directory (Cabell's), Scopus, Ulrich's Periodicals Directory

**About:** *The International Journal of Interdisciplinary Global Studies* investigates the dynamics of globalization and the transformation of the local.



*The International Journal of Interdisciplinary Organizational Studies*

ISSN: 2324-7649 (print) | 2324-7657 (online)

DOI: 10.18848/2324-7649/CGP

**Indexing:** Business Source Corporate Plus (EBSCO), Business Source Index (EBSCO), Business Source International (EBSCO), Educational Psychology & Administration Directory (Cabell's), Management Directory (Cabell's), Scopus, Ulrich's Periodicals Directory

**About:** *The International Journal of Interdisciplinary Organizational Studies* explores the social dynamics of public, community, and privately owned organizations.



*The International Journal of Interdisciplinary Social and Community Studies*

ISSN: 2324-7576 (print) | 2324-7584 (online)

DOI: 10.18848/2324-7576/CGP

**Indexing:** Educational Psychology & Administration Directory (Cabell's), Scopus, SocINDEX (EBSCO), SocINDEX with Full Text (EBSCO), Sociology Source International (EBSCO), Ulrich's Periodicals Directory

**About:** *The International Journal of Interdisciplinary Social and Community Studies* presents studies of society that exemplify the disciplinary and interdisciplinary practices of the social sciences.





## The Publication Process

### Step 1: Review the Requirements

All article submissions must meet the requirements listed: [https://cgscholar.com/cg\\_support/en/docs/38](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.

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### 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](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.

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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](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](https://cgscholar.com/cg_support/en/docs/65-membership-benefits).

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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>.

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### 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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### **Our Position and Our Model**

Common Ground Research Networks believes firmly in the principles of sustainable knowledge production and accessible knowledge. We also have a commitment to our Research Network members to be engaged in the current trends in the publishing industry. Common Ground Open is one such engagement. Common Ground Open offers our authors the ability to make their articles freely available upon publication in our subscription-based journals. It also enables authors to satisfy a variety of trending needs—institutional repositories, academic evaluative criteria, research grants, and academic funding—all of these are often insistent or dependent on published content being free, accessible, and open. When publishing open access is a funding stipulation, Common Ground Open offers the publishing solution.

The standard cost of open access in the publishing industry often excludes authors from open access opportunities. Our standard rate of US\$250 reflects our position that publishing does require skilled labor, but we must keep open access affordable to provide greater opportunities for authors and their audiences. Our open access publications are licensed using the Creative Commons license, "Attribution-Non-Commercial-No-Derivatives 4.0 International" (CC BY-NC-ND 4.0).

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### International Award for Excellence

The Interdisciplinary Social Sciences 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 Interdisciplinary Social Sciences 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 Interdisciplinary Social Sciences. 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 Winners, Volume 14

Rebecca Jo Williams, Eastern Kentucky University, Richmond, USA

Christine Privott, Eastern Kentucky University, Richmond, USA

### For the Article

"Experiences of Postpartum Women in One Residential Treatment Facility for Substance Use Disorders: A Qualitative Case Study" *The International Journal of Interdisciplinary Social and Community Studies*, Volume 13, Issue 1

DOI: 10.18848/2324-7576/CGP/v13i01/1-12

### Abstract

A growing opioid crisis in the United States has sparked a need for gender-specific research and treatment to address unmet needs and promote positive health outcomes for both women and children. The primary purpose of this research is to provide insight into the experiences and perceptions of postpartum women with substance use disorders receiving care at one residential treatment facility. Two women, aged twenty-two and twenty-seven years, participated in semi-structured interviews designed to elicit perceptions about barriers to treatment; the value of various programs; the role of physical, social, and temporal contexts in treatment; and beliefs about the effect of treatment on quality of life. Interview transcripts were analyzed using a priori coding and the Social Stress Model of Substance Abuse. The pilot findings suggest that, for these women, separation from children during treatment is experienced as a major stressor; communication, counseling, and program staff and peer resources help to offset this stress. The descriptive-level findings could provide insight to occupational therapy practitioners and other community-based providers about women in substance abuse recovery and their perceptions of the value of programmatic interventions, the meaning of their occupational deficits, and the significance of occupational therapy as treatment to address these deficits.





### Research Network Membership and Personal Subscriptions

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# **Revista Internacional de Ciencias Sociales Interdisciplinarias**

*La revista pretende ser un recurso intelectual para las tendencias emergentes en el campo de las ciencias sociales, que integre perspectivas disciplinares e interdisciplinarias en la creación del conocimiento en las ciencias sociales, naturales y aplicadas.*



La *Revista Internacional de Ciencias Sociales Interdisciplinarias* tiene como objetivo examinar la naturaleza de las prácticas disciplinares e interdisciplinares que surgen en el contexto de las aplicaciones del "mundo real". También se interroga sobre el significado de la "ciencia" en un contexto social, y sobre las conexiones entre lo social y las demás ciencias particulares.

**Editora:**



Dra. Patricia Arnaiz Castro, Profesora Titular del Departamento de Didácticas Especiales de la Universidad de Las Palmas de Gran Canaria (ULPGC)

**Revisores**

Los artículos publicados en la *Revista Internacional de Ciencias Sociales Interdisciplinarias* están sujetos a revisión por pares de expertos que son miembros activos de la Red de Investigación de Aprendizaje. 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 los 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 Ciencias Sociales Interdisciplinarias* y del Comité Científico, los revisores contribuyen significativamente a la calidad editorial y al contenido de la colección.



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**Sitio web:**

[interdisciplinasocial.com/revistas](http://interdisciplinasocial.com/revistas)





## 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>
2. **Fase 2: Envíe el artículo:** Cuando haya comprobado que su artículo cumple todos los requerimientos, visite la página de envío de artículos, y cumplimente el formulario que aparece allí. Le rogamos que solo nos envíe un formulario por cada artículo individual. Si ya nos envió el formulario, no lo reenvíe para el mismo artículo. Cuando recibamos el formulario y su artículo, se lo notificaremos por correo electrónico en un plazo de 3 a 4 días laborables.

<https://cgespanol.org/support/envio-de-articulos>

3. **Fase 3: Consulte el estado de su artículo:** Cuando envíe el artículo recibirá, periódicamente, información actualizada sobre su estado. A los autores que hayan realizado envíos recientemente, se les notificarán los cambios de estado en sus artículos mediante correo electrónico, desde la dirección [estado@cgnetworks.org](mailto:estado@cgnetworks.org). En los mensajes aparecerá la ID de trabajo que identifica a su artículo: se trata de un número de referencia asignado exclusivamente a su trabajo. Podrá consultar el estado de su artículo introduciendo la ID de trabajo correspondiente en la búsqueda de la página Consultar el estado de mi artículo: <https://cgespanol.org/support/buscar-estado>. Puede solicitarnos más información enviando un correo electrónico a la dirección [estado@cgnetworks.org](mailto:estado@cgnetworks.org).
4. **Fase 4: Envío inicial aceptado para Revisión por Pares:** Todos los envíos se examinan con el fin de comprobar si satisfacen los criterios establecidos para los artículos (y que pueden consultarse en Directrices para los autores). En caso de que el artículo cumpla estos criterios, se asignará (preservando el anonimato del autor o autores) a dos revisores cualificados. Puede consultar la normativa aplicada a la revisión por pares en nuestra página de Ética editorial, ubicada junto al reglamento de revisión por pares. También puede consultar la sección “Ética editorial y mala praxis”.
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.

A los artículos que no han superado una primera instancia de revisión paritaria, se les concede la oportunidad de ser de nuevo revisados por dos revisores diferentes. En ese caso, deberá realizar modificaciones previas a su artículo, basadas en los comentarios e información que se le ha suministrado y haciendo uso del formulario de cambios. Puede descargar el formulario de cambios en la página: <https://cgespanol.org/support/formulario-de-cambios>.

Si el artículo no supera una segunda instancia de revisión por pares, se desestimaré y no será publicado.

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:

*Las inscripciones de pago para asistir a congresos incluyen membresía en la red de investigación. Si tiene previsto asistir a un congreso, recibirá la membresía cuando complete su inscripción. Alternativamente, si se registra como miembro de una red de investigación ahora y tiene pensado asistir a un congreso más tarde, el precio de la membresía en la red se descontará de la tarifa de inscripción al congreso (\*en cuyo caso, deberá tratarse de un congreso afín a la revista de la red de investigación correspondiente y que se celebre durante el año en vigor).*





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 enviármolo. 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://cgespanol.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.

Los artículos que no cumplan los criterios listados en la página se devolverán a sus autores, de manera iterativa, hasta que se satisfagan.

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.





### Acceso Abierto Híbrido

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.

Las revistas de acceso abierto "tradicionales" son financiadas por instituciones académicas, fundaciones benéficas o agencias gubernamentales. Las de aparición más reciente imponen elevados costes de publicación a los autores. Nosotros proponemos un acceso abierto híbrido - este modelo se está extendiendo cada vez más entre las imprentas universitarias y editoriales comerciales de renombre-. Procuramos, no obstante, mantener los costes de esta opción en un nivel asequible, requiriendo de los autores tan solo una modesta suma.

En el modelo de acceso abierto híbrido, cualquier persona que realice una búsqueda en la web podrá acceder a ciertos artículos sin coste alguno ("acceso abierto"), mientras que otros solo estarán disponibles para nuestros suscriptores.

Si publica en nuestras revistas, su artículo será accesible por un gran número de académicos suscritos a título individual o como parte de alguna institución. Sin embargo, dotar de acceso abierto a su artículo le permitirá abarcar una audiencia más amplia, expandir la difusión de su investigación e incrementar el número de académicos que la citan.

### Acceso Abierto Institucional

Common Ground anuncia un nuevo modelo de publicación académica llamado Acceso Abierto Institucional.

Mediante el pago de una cuota fija anual, la inscripción de acceso abierto institucional otorga, a estudiantes y profesores de una institución, el derecho a publicar cierto número de artículos de acceso abierto en nuestras revistas académicas de revisión por pares. Los autores y la propia institución se benefician de una mayor visibilidad de sus trabajos, y de la libertad para distribuirlos en formato impreso, si así lo desean.

Como ventaja adicional, la institución suscriptora retiene todos los derechos de la publicación. Tanto el autor como la institución a la que pertenece, pueden, si lo desean, compartir la versión editada y maquetada de su artículo por cualquier medio que consideren oportuno, incluyendo repositorios institucionales, páginas webs personales, o como material didáctico de acceso público o privado.

La tarifa anual de acceso abierto institucional cubre los gastos para una determinada cantidad de publicaciones por parte de profesores y alumnos de la institución, una vez que sus artículos hayan superado con éxito la revisión por pares. Los artículos podrán ser publicados en cualquiera de nuestras revistas académicas.

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](mailto:soporte@cgespanol.org).

# **Interdisciplinary Social Sciences Book Imprint**

*Aiming to set new standards in participatory knowledge  
creation and scholarly production*



## Call for Books

The Interdisciplinary Social Sciences Research Network is setting new standards of rigorous academic knowledge creation and scholarly publication. If your book is a brilliant contribution to a specialist area of knowledge that only serves a small intellectual community, we still want to publish it.

## Book Proposal Guidelines

Books should be between 30,000 and 150,000 words in length. They are published simultaneously in print and electronic formats. To publish a book, please send us a proposal including:

- Title
- Author(s)/editor(s)
- Draft back-cover blurb
- Author bio notes(s)
- Table of contents
- Intended audience and significance of contribution
- Sample chapters or complete manuscript
- Manuscript submission date

Submit proposals by email to [books@cgnetworks.org](mailto:books@cgnetworks.org). Please note the book imprint to which you are submitting in the subject line.

## What We Publish?

We welcome proposals or completed manuscripts between 30,000 words and 150,000 words in length that fall into one of the following categories:



### New Works

We accept proposals that are individually or jointly authored books.



### Collections

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](mailto: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





## **Akoumena: A Natural Philosophy of Hearing**

Paolo Palmieri



### **ISBNs:**

978-1-61229-988-4 (hbk)  
978-1-61229-989-1 (pbk)  
978-1-61229-990-7 (pdf)

194 Pages

### **Network Website:**

[thesocialsciences.com](http://thesocialsciences.com)

### **DOI:**

10.18848/978-1-61229-988-4/CGP

The inspiration for this book originated in a startling comment made by Hermann von Helmholtz more than a century ago. It concerns natural philosophy and musical aesthetics. Helmholtz thought that natural philosophical verification must be accomplished in the domain of musical aesthetics. This idea raises a fascinating paradox concerning sound, philosophy, and human hearing. How fantastic would a natural philosophy of hearing and sound have to look like that no longer relies on Western prejudices concerning music, noise, and tonality? Might it take into account the paramount transformation from classical mechanics to the quantum picture of the material universe that emerged in the early twentieth century? The book is about this paradox. *Akoumena* suggests a move away from the language of vision which has been predominant throughout Western thought. It aims to avoid presentism, that is, the conviction that the present is a time of philosophical maturity. *Akoumena* takes a critical stance towards the reductionist tendencies within the natural sciences and their materialistic style of thought. It suggests that the mechanistic-materialistic mode of inquiry that has risen to prominence in the sciences over the last two centuries is a blind alley for philosophy and that phenomenology has a powerful role to play in reconfiguring the intellectual landscape of the twenty-first century. The book aims at integrating diverse styles of inquiry into a philosophy of hearing and sound that harkens back to premodern philosophical systems and archaic modes of experience.

### **Author Bio:**

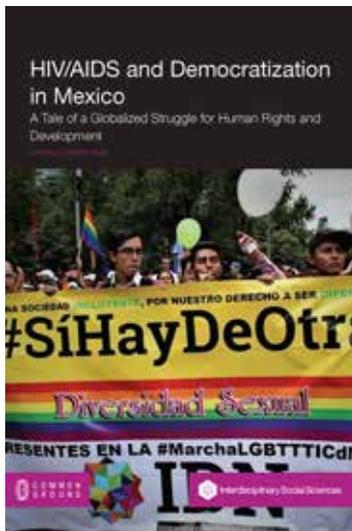
**Paolo Palmieri** received his higher education in Italy and Great Britain. He worked in the private sector for a few years as an engineer before turning historian and philosopher of science. His research interests include several academic fields such as the history of modern science, philosophy of science, Montessori method, pragmatism, phenomenology, animal studies, heresy and mysticism, literature and science, and their intersections with the natural and humane sciences. He contributed numerous articles to scholarly journals and wrote a number of books on interdisciplinary and more specialized topics. He currently teaches at the University of Pittsburgh, offering a variety of graduate seminars and undergraduate classes concerning, for example, the European Renaissance, the scientific revolution of the seventeenth century, the relation between mathematics and culture, the history of early modern natural philosophies, magic and medicine, the human/animal in Western civilization.





## HIV/AIDS and Democratization in Mexico: A Tale of a Globalized Struggle for Human Rights and Development

Antonio Torres-Ruiz



**ISBNs:**

978-1-61229-891-7 (hbk)  
978-1-61229-892-4 (pbk)  
978-1-61229-893-1 (pdf)

260 Pages

**Network Website:**

[thesocialsciences.com](http://thesocialsciences.com)

**DOI:**

10.18848/978-1-61229-893-1/CGP

*HIV/AIDS and Democratization in Mexico* deepens our understanding of globalization, as a complex and multidimensional phenomenon, as well as its effects on the public policymaking process and sustainable human development in Mexico, especially so for the case of HIV/AIDS and health-related policies. It reveals major changes in this policy area and points to a series of democratic openings in the last few decades, which significantly respond to civil society's mobilization and human rights activism. The author contends that the emergence of national and international HIV/AIDS policy networks has functioned as a catalyst for the success of pre-existing domestic social groups, in their efforts to advance their legitimate concerns and to assert their rights. In turn, there has been an increasing participation of a broader set of actors in the policymaking process. This has allowed some traditionally marginalized groups, such as sexual minorities, to positively influence policy outcomes. The implications of this analysis go beyond the Mexican case, since it sheds light on the effects of increasingly internationalized policy environments on the domestic or national level. And it provides concrete evidence of the transnational organization and collaboration of civil society groups, and their concerted responses to the negative effects that recent economic reforms—associated with globalization—have had on basic human rights and the vulnerability of marginalized social groups.

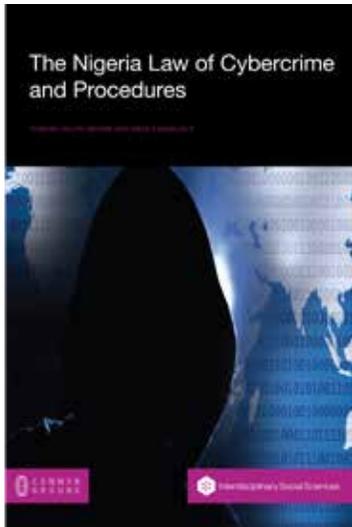
**Author Bio:**

**Antonio Torres-Ruiz** (PhD., University of Toronto) has taught at York University and the University of Toronto, among other institutions of higher education in Canada and Mexico. His publications include book chapters and single-authored contributions for *Latin American Research Review*, *International Journal*, *História, Ciências, Saude*, *Journal of Latin American Studies*, *Latin American Politics and Society*, *Working Papers Series*, *CIDE*, and *Teoría Política*. And he is working on two projects: A critique of the democratization literature in political science, focusing on human rights and populism; and a Community Based Research project on Afro-descendants in Cuba, fully funded by the Ford Foundation.



## **The Nigeria Law of Cybercrime and Procedures**

Chibuko Ralph Ibekwe and Abiola Babalola



### **ISBNs:**

978-1-61229-967-9 (hbk)  
978-1-61229-968-6 (pbk)  
978-1-61229-969-3 (pdf)

162 Pages

### **Network Website:**

[thesocialsciences.com](http://thesocialsciences.com)

### **DOI:**

10.18848/978-1-61229-969-3/CGP

The emergence of contemporary technology has brought with it various means of social, economic and financial development in our modern-day society. As nations, government agencies, public and private organizations, media and individuals all use technology for effective administration, the internet and financial institutions are constant target of cybercriminals. Computer systems and networks are no longer used as means to commit crime but also constitute an environment within which criminal conducts flourish.

This book tackles the fast-growing topic of cybercrime and covers a wide range of topics from hacking, cyber-fraud, cyberstalking, cybersquatting and intellectual property offences to more involved topics like cyberterrorism, offences against the critical national infrastructure, illegal data and system interception, misuse of devices; and procedural issues of jurisdiction, the rules of evidence relating to cybercrime offences, extradition, arrest, searches and seizures. This book endeavours to provide both substantive law, practice and procedure and on internet/computer law and cybercrime cases with detailed case studies, examples and statutory extracts.

The book provides a practical, easy-to-follow guide for practitioners in the field, as well as those in law enforcement and academia.

### **Author Bios:**

**Dr Chibuko Ralph Ibekwe** is a specialist Lawyer in Information Technology and Telecommunication Laws with various publications on this emerging area of law. A graduate of Nnamdi Azikiwe University Awka, and Barrister and Solicitor to the Supreme Court of Nigeria. Dr Ibekwe obtained Master of Laws (LLM) in Information Technology and Telecommunication Laws from the University of Strathclyde, Glasgow; and Ph.D. from the University of Stirling, United Kingdom, with special interest in Cybercrime Regulations. Dr Ibekwe played active role towards the enactment of the Nigeria Cybercrime Act 2015. He is a member of the Council of Europe Octopus Cybercrime Committee.

**Mr Abiola Babalola** is Senior Anti-Money Laundering and Financial Crime Analyst in United Kingdom. A graduate of University of Lagos and Barrister and Solicitor to the Supreme Court of Nigeria. He proceeded to the United Kingdom in 2008 where he obtained Master of Laws (LLM) in Information Technology and Telecommunications Laws from the University of Strathclyde, Glasgow. Since completing his Masters at Strathclyde, Abiola has worked with a number of reputable UK companies. Abiola is a determined and industrious IT law expert exceptional with a drive for excellence.





Interdisciplinary Social Sciences Book Imprint

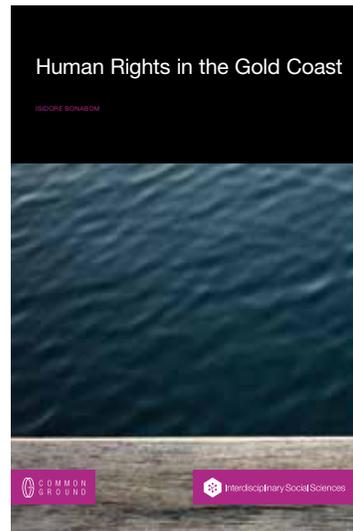


**International Political Economy:  
Facing Global Challenges**

Jonathan H. Westover

DOI:  
10.18848/978-1-61229-935-8/CGP

This book tackles the fast-growing topic of cybercrime like hacking, cyberfraud, cyberforgery, cyberstalking, cybersquatting, cyberterrorism; and procedural issues of jurisdiction, the rules of evidence, extradition, arrest, searches and seizures.



**Human Rights in the Gold Coast (1945-57): The Politics of Difference and Struggle for Rights**

Isidore Bonabom

DOI:  
10.18848/978-1-61229-827-6/CGP

This book scrutinizes the demands for collective right to self-determination which emanated from nationalist movements, the debates on whether or not to extend the European Convention on Human Rights to the Gold Coast.



**Depicting Female Suicide Bombers: Understanding the Radicalization Process**

Bina Patel

DOI:  
10.18848/978-1-61229-908-2/CGP

This book presents a comprehensive study of Islamic females who have chosen an unconventional path labeled "terrorism" to overcome internal grief.



# **Interdisciplinary Social Sciences Conference**

*Discussing and examining key issues of education, 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

Founded in 2006, the International Conference on Interdisciplinary Social Sciences examines the nature of disciplinary practices in the study of society, and the interdisciplinary practices that arise in the context of 'real world' applications of social research and theory. It also interrogates what constitutes 'science' in a social context, and the connections between the social and other sciences. The focus of papers ranges from the finely grained and empirical (research practices and results exemplifying one or more disciplines), to wide-ranging multi-disciplinary and trans-disciplinary perspectives on knowledge and method.

The International Conference on Interdisciplinary Social Sciences 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

- 2006 - University of the Aegean, Rhodes, Greece
- 2007 - University of Granada, Granada, Spain
- 2008 - Monash University Centre, Prato, Tuscany, Italy
- 2009 - University of Athens, Athens, Greece
- 2010 - University of Cambridge, Cambridge, UK
- 2011 - University of New Orleans, New Orleans, USA
- 2012 - Universidad Abat Oliba CEU, Barcelona, Spain
- 2013 - Charles University's Faculty of Social Sciences, Prague, Czech Republic
- 2014 - University of British Columbia, Vancouver, Canada
- 2015 - University of Split, Split, Croatia
- 2016 - Imperial College London, London, UK
- 2017 - International Conference Center, Hiroshima, Japan
- 2018 - University of Granada, Granada, Spain

## Plenary Speaker Highlights

The International Conference on Interdisciplinary Social Sciences has a rich history of featuring leading and emerging voices from the field, including:

- Patrick Baert, Head of Department of Sociology, Cambridge University, Cambridge, UK (2006, 2010)
- David Barton, Professor, Lancaster University, Lancaster, UK (2006)
- Robin Blackburn, Professor, Essex University, Essex, UK (2007)
- Sir Jack Goody, Professor, St John's College, Cambridge, UK (2010)
- Rom Harré, Distinguished Research Professor, Georgetown University, Washington D.C., USA (2010)
- Gerassimos Kouzelis, Professor, The National and Kapodistrian University of Athens, Athens, Greece (2009)
- Juliet Mitchell, Director, Expanded Doctoral School in Psychoanalytic Studies, University College London, London, UK (2010)
- Jan Nederveen Pieterse, Mellichamp Professor, University of California, Santa Barbara, USA (2007)
- Masae Yuasa, Professor, Hiroshima City University (2017)





## Past Partners

The International Conference on Interdisciplinary Social Sciences has had the pleasure of working with the following organizations:



Faculty of Social Sciences  
Charles University in Prague  
Prague, Czech Republic (2013)



Globalism Institute  
RMIT University  
Melbourne, Australia  
(2006–2008)



School of Law, Economics and  
Political Sciences  
The National and Kapodistrian  
University of Athens  
Athens, Greece (2009)



Universidad Abat Oliba CEU  
Barcelona, Spain (2012)



University of the Aegean  
Rhodes, Greece (2006)



University of Granada  
Granada, Spain (2007, 2018)

## 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](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 Interdisciplinary Social Sciences offers a tangible and meaningful opportunity to engage with scholars from a diversity of cultures and perspectives. This year, delegates from over 25 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 de Ciencias Sociales Interdisciplinarias ofrece una oportunidad tangible y significativa para conocer a académicos de diversas culturas y enfoques heterogéneos. Este año concurrirán delegados provenientes de 25 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, 10 July / Miércoles, 10 de julio

8:00–9:00	Conference Registration Desk Open/Mesa de inscripción abierta
9:00–9:30	Conference Opening/Inauguración del Congreso - Dr. Rae-Anne Montague, Common Ground Research Networks, Champaign, United States; Dr. Gerardo Tunal Santiago, Universidad Autónoma Metropolitana - Xochimilco, México, Presidente del Congreso; Dr. Fernando de León González, Rector, Universidad Autónoma Metropolitana - Xochimilco, México
9:30–10:00	Plenary Session/Sesión plenaria (en inglés) - Michael A. Genovese, Professor of Political Science, Director of the Institute for Leadership Studies, and President of the Global Policy Institute, Loyola Marymount University, California, USA <i>"The Challenges of Illiberal Democracy to Liberal Democracy in the Age of Globalization: Populism and Democratic Distemper as Threats to Stability"</i>
10:00–10:30	Garden Conversation/Charlas de jardín (en inglés)
9:30–10:15	Talking Circles (in Spanish)/Mesas redondas Room 1 (Sala Isóptica A): Estudios organizacionales Room 2 (Sala Isóptica C): Estudios globales Room 3 (Sala Isóptica D): Tema destacado 2019 - Flujos globales, realidades diversificadas Room 5 (Sala Xochicalli): Estudios del medio ambiente Room 6 (Auditorio TID A): Estudios sociales y de la comunidad Room 7 (Auditorio TID B): Estudios cívicos y políticos Room 8 (Auditorio Jaime Kravzov A): Estudios culturales Room 9 (Auditorio Jaime Kravzov B): Ciencias de la educación
10:15–10:45	Sesión plenaria (en español) - Dr. José Félix Hoyo Arana, Universidad Autónoma Metropolitana, México
10:45–11:15	Charlas de jardín (en español)
10:30–11:15	Talking Circles/Mesas redondas (en inglés) Room 1 (Sala Isóptica A): Social and Community Studies / Organizational Studies Room 2 (Sala Isóptica C): Civic and Political Studies / Global Studies Room 3 (Sala Isóptica D): Cultural Studies / Environmental Studies Room 6 (Auditorio TID A): Educational Studies Room 5 (Sala Xochicalli): 2019 Special Focus - Global Flows, Diversified Realities
11:15–11:25	Transition Break/Pausa
11:25–13:05	Parallel Sessions/Sesiones paralelas
13:05–14:05	Lunch
14:05–15:45	Parallel Sessions/Sesiones paralelas
15:45–16:00	Coffee Break/Pausa para el café
16:00–17:15	Parallel Sessions/Sesiones paralelas
17:15–18:15	Conference Welcome Reception/Cóctel de bienvenida





**Thursday, 11 July / Jueves, 11 de julio**

8:30–9:00	Conference Registration Desk Open/Mesa de inscripción abierta
9:00–9:15	Daily Update/Noticias del día - Dr. Rae-Anne Montague, Common Ground Research Networks, Champaign, United States; Dr. Gerardo Tunal Santiago, Universidad Autónoma Metropolitana - Xochimilco, México, Presidente del Congreso
9:15–9:45	Plenary Session/Sesión plenaria (en inglés) - Colin J. Sampson, University of Essex, United Kingdom
9:45–10:15	Garden Conversation/Charlas de jardín (en inglés)
9:15–10:00	Room 1 (Sala Isóptica A): Estudios organizacionales Room 2 (Sala Isóptica C): Estudios globales Room 3 (Sala Isóptica D): Tema destacado 2019 - Flujos globales, realidades diversificadas Room 5 (Sala Xochicalli): Estudios del medio ambiente Room 6 (Auditorio TID A): Estudios sociales y de la comunidad Room 7 (Auditorio TID B): Estudios cívicos y políticos Room 8 (Auditorio Jaime Kravzov A): Estudios culturales Room 9 (Auditorio Jaime Kravzov B): Ciencias de la educación
10:00–10:30	Sesión plenaria (en español) - Dra. Nora M. Basurto Santos, Universidad Veracruzana, México
10:30–11:00	Charlas de jardín
10:15–11:00	Talking Circles/Mesas redondas (en inglés) Room 1 (Sala Isóptica A): Social and Community Studies / Organizational Studies Room 2 (Sala Isóptica C): Civic and Political Studies / Global Studies Room 3 (Sala Isóptica D): Cultural Studies / Environmental Studies Room 4 (Sala Isóptica B): Educational Studies Room 5 (Sala Xochicalli): 2019 Special Focus - Global Flows, Diversified Realities
11:00–12:15	Parallel Sessions/Sesiones paralelas
12:15–13:05	Lunch/Almuerzo
13:05–14:20	Parallel Sessions/Sesiones paralelas
14:20–14:35	Transition Break/Pausa
14:35–15:20	Parallel Sessions/Sesiones paralelas
15:20–15:35	Coffee Break/Pausa para el café
15:35–16:50	Parallel Sessions/Sesiones paralelas



**Friday, 12 July / Viernes, 12 de julio**

8:30–9:00	Conference Registration Desk Open/Mesa de inscripción abierta
9:00–9:20	Daily Update/Noticias del día - Dr. Rae-Anne Montague, Common Ground Research Networks, Champaign, United States; Dr. Gerardo Tunal Santiago, Universidad Autónoma Metropolitana - Xochimilco, México, Presidente del Congreso
9:20–9:50	Plenary Session/Sesión plenaria (en inglés) - Nora M. Basurto Santos, Universidad Veracruzana, México <i>"Linguistic and Cultural Fluxes: Going back and forth between Mexico and The United States"</i>
9:50–10:20	Garden Conversation/Charlas de jardín (en inglés)
09:20–10:05	Sesión plenaria (en español) - Dr. David Barkin, Universidad Autónoma Metropolitana, Unidad Xochimilco, México
10:05–10:35	Sesión plenaria (en español) - Dra. Verónica Sánchez Hernández, Benemérita Universidad Autónoma de Puebla, México; Dr. Yonatan Puón Castro, Benemérita Universidad Autónoma de Puebla, México
10:35–11:05	Charlas de jardín
10:20–11:05	Talking Circles/Mesas redondas (en inglés) Room 1 (Sala Isóptica A): Social and Community Studies / Organizational Studies Room 2 (Sala Isóptica C): Civic and Political Studies / Global Studies Room 3 (Sala Isóptica D): Cultural Studies / Environmental Studies Room 4 (Sala Isóptica B): Educational Studies Room 5 (Sala Xochicalli): 2019 Special Focus - Global Flows, Diversified Realities
11:05–11:10	Transition Break/Pausa
11:10–12:50	Parallel Sessions/Sesiones paralelas
12:50–13:30	Lunch/Almuerzo
13:30–15:10	Parallel Sessions/Sesiones paralelas
15:10–15:25	Coffee Break/Pausa para el café
15:25–16:40	Parallel Sessions/Sesiones paralelas
16:40–17:10	Conference Closing & Award Ceremony/Clausura del Congreso





## Eventos especiales

### **Tour pre-congreso: Pirámides de Teotihuacán y Centro Histórico de la Ciudad de México**

Martes 9 de julio de 2019 | Horario: 6:45–19:00

Punto de encuentro: Hotel Radisson Perisur | Precio: 40\$ USD

Únase a los demás delegados, el día anterior al Congreso, en un tour a las pirámides de Teotihuacán (por la mañana) y una visita guiada por el Centro Histórico de la Ciudad de México (por la tarde).

Teotihuacán, la ciudad de los dioses, fue una de las mayores ciudades prehispánicas y sede del poder de una de las sociedades mesoamericanas más influyentes en los ámbitos político, económico, comercial, religioso y cultural. Para los pueblos que precedieron a Teotihuacán, este sitio tuvo un significado preponderantemente sagrado. Varias fuentes históricas señalan que los aztecas y sus gobernantes llegaron a estas ruinas para orar y celebrar ritos. Aunque los orígenes de Teotihuacán son todavía objeto de investigación, se sabe que fue una urbe pluricultural, con importante presencia de diversos grupos étnicos. Tres de los puntos más emblemáticos de Teotihuacán son la Calzada de los Muertos, eje principal de toda la ciudad prehispánica, la pirámide del Sol y la pirámide de la Luna.

El Centro Histórico de la Ciudad de México es el más grande y emblemático de América Latina, y uno de los más importantes centros turísticos del mundo y el principal destino de turismo cultural del país. En él se concentran algunos de los tesoros culturales más apreciados de la nación y verdaderas joyas de la arquitectura, tales como el Templo Mayor de México Tenochtitlan, la Catedral Metropolitana, el Palacio Nacional, el Palacio de Bellas Artes, entre otros. Su riqueza cultural no se limita a los edificios antiguos y museos; se aprecia también en las calles, tales como la Calle Madero, una de las principales vías de acceso al centro histórico. Uno de los edificios más emblemáticos del Centro Histórico de la Ciudad de México es la Casa de los Azulejos, un palacio construido durante la época virreinal y que recibe su nombre por la fachada realizada en talavera.

El precio incluye: autobús, guía bilingüe español-inglés, entrada a las pirámides.

El precio no incluye: Comida en Palacio de los Azulejos (10-15\$ por persona).

### **Cóctel de bienvenida al Congreso**

Miércoles, 10 de julio de 2019 | Hora: Después de la última sesión del día

Ubicación: Universidad Autónoma Metropolitana | Precio: Sin coste para todos los ponentes inscritos al Congreso

Common Ground Research Networks y el Congreso de Ciencias Sociales Interdisciplinarias llevarán a cabo una recepción de bienvenida en la sede del Congreso (Universidad Autónoma Metropolitana) tras finalizar la última sesión del primer día. Se invita a todos los delegados a asistir y disfrutar de bebidas, sin coste adicional alguno. Esta es una excelente oportunidad de conocer a otros participantes del Congreso y establecer nuevos contactos.

### **Cena del Congreso - San Angel Inn**

Jueves, 11 de julio de 2019 | Hora: 19:30 (7:30pm) | Precio: US\$65.00 | Lugar: San Angel Inn

Únase a otros delegados, ponentes plenarios y al comité local de la Universidad Autónoma Metropolitana, para disfrutar de una cena en San Angel Inn.

San Angel Inn es un antiguo monasterio Carmelita reconvertido en un extraordinario restaurante, famoso por su cocina internacional. Admire los interiores de este hermoso lugar, exquisitamente decorado en el estilo colonial mexicano tradicional. Disfrute también de sus espaciosos y floreados jardines, con árboles seculares y auténticas fuentes de piedra.

Reservas: El número de plazas está limitado. Acuda a la mesa de inscripción para registrarse.





## Special Events

### **Pre-Conference Tour: Teotihuacán Pyramids and Mexico City**

Tuesday, July 9, 2019 | Time: 6:45–19: 00 (6:45am–7:00pm)

Meeting Point: Hotel Radisson Perisur | Price: \$ 40 USD

Join other conference delegates, the day before the conference, on a tour of the Teotihuacán pyramids (in the morning) and a guided tour of the Historic Center of Mexico City (in the afternoon).

From our local guide: "Teotihuacan, the city of the gods, was one of the largest pre-Hispanic cities and seat of power of one of the most influential Mesoamerican societies in the political, economic, commercial, religious, and cultural spheres. For the peoples that preceded Teotihuacan, this site had a sacred meaning. Several historical sources indicate that the Aztecs and their rulers came to these ruins to pray and celebrate rites. Although the origins of Teotihuacan are still under investigation, it is known that it was a pluricultural city, with an important presence of diverse ethnic groups. Three of the most emblematic points of Teotihuacan are the Calzada de los Muertos, the main axis of the entire pre-Hispanic city, the Pyramid of the Sun and the Pyramid of the Moon.

The Historic Center of Mexico City is the largest and most emblematic of Latin America, and one of the most important tourist centers in the world and the main destination of cultural tourism in the country. In it are concentrated some of the most treasured cultural objects of the nation and true jewels of architecture, such as the Templo Mayor of Mexico Tenochtitlan, the Metropolitan Cathedral, the National Palace, the Palace of Fine Arts, among others. Its cultural richness is not limited to the old buildings and museums; It is also appreciated in the streets, such as Calle Madero, one of the main access roads to the historic center. One of the most emblematic buildings of the Historic Center of Mexico City is the Casa de los Azulejos, a palace built during the viceregal period and named after the facade made in talavera."

The price includes: bus, bilingual Spanish-English guide, entrance to the pyramids.

The price does not include: Lunch at Palacio de los Azulejos (10–15 \$ per person).

### **Conference Welcome Reception**

10 July, Wednesday | Time: Directly following sessions

Location: Universidad Autónoma Metropolitana | Cost: Complimentary to all conference delegates

Common Ground Research Networks, the Universidad Autónoma Metropolitana, and the Interdisciplinary Social Sciences Conference will be hosting a welcome reception at the Universidad Autónoma Metropolitana, just after the last session of the first day. All delegates are welcome to attend and enjoy complimentary light refreshments. This is an excellent opportunity to connect with and get to know your fellow international delegates.

### **Conference Dinner - San Angel Inn**

Thursday, 11 July | Time: 19:30 (7:30pm) | Location: San Angel Inn | Cost: US\$65.00

Join other delegates, plenary speakers, and our local hosts from the Universidad Autónoma Metropolitana for the conference dinner at San Angel Inn.

San Angel Inn is an old Carmelite monastery converted into an extraordinary restaurant, famous for its international cuisine. In this beautiful place you are invited to admire its spectacular interiors, exquisitely decorated in the original Mexican- colonial style. Enjoy its spacious flower-crowned gardens with its ancient trees and authentic stone fountains.

Booking: Space is limited. See the conference registration desk to make or confirm your booking.





### **Nora M. Basurto Santos**

*"Linguistic and Cultural Fluxes: Going back and forth between Mexico and The United States"*



Nora M. Basurto Santos is a full time researcher, Titular C, of the Universidad Veracruzana. She has a PhD in English, Teaching, and Applied Linguistics from the University of Warwick, England. She teaches courses in research methodology in the programs of Bachelor in English Language and in the Doctorate in Language Studies and Applied Linguistics. She also teaches the subject of Language and Society in the Master's Program in the Teaching of English as a Foreign Language of the UV's Language School. She is a member of the National System of Researchers (SNI) of the National Council for Science and Technology (CONACyT) (SNI). Nora Basurto is responsible for the Academic Body, "Foreign Languages in the Public Education System in Mexico." She has published and participated as a lecturer in Mexico and abroad.

### **Michael A. Genovese**

*"The Challenges of Illiberal Democracy to Liberal Democracy in the Age of Globalization: Populism and Democratic Distemper as Threats to Stability"*



Michael A. Genovese received a Ph.D. from the University of Southern California in 1979. He holds the Loyola Chair of Leadership Studies, is Professor of Political Science, is Director of the Institute for Leadership Studies, and is President of the Global Policy Institute at Loyola Marymount University. In 2006, he was made a Fellow at the Queens College, Oxford University. And in 2017 Professor Genovese was awarded the American Political Science Association's Distinguished Teaching Award, only the fifth time in the APSA's history that this award has been given out.

Professor Genovese has written fifty books, including *How Trump Governs*, *The Trumping of American Politics*, *Leadership Matters*, (with Thomas E. Cronin), *Paradigm: 2012*, named OUTSTANDING LEADERSHIP BOOK OF THE YEAR (International Leadership Association), *The Paradoxes of the American Presidency*, (with Thomas E. Cronin and Meena Bose), Oxford University Press, 5th ed 2017; *The Power of the American Presidency 1789-2000*, Oxford University Press, 2001, *The Encyclopedia of the American Presidency*, Facts-on File, 2nd ed, 2010 (winner of the New York Public Library, "Best of Reference" work of 2004), *Memo to a New President: The Art and Science of Presidential Leadership*, Oxford University Press, 2008, He has also written a cookbook, *Me and Mach: Food Fit for The Prince* (Amazon, Kindle e-book, 2013), *Women as Political Leaders*, Taylor and Francis, (edited with Janie Steckenrider, 2013), *Shakespeare's Politics*, (Paradigm, edited with Bruce Althusler, Paradigm, 2014) *Building Tomorrow's Leaders Today* (Routledge, 2014), and *The Future of Leadership: Leveraged Leadership in an Age of Hyper- Change*, Routledge, 2015. His articles and reviews have appeared in the *American Political Science Review*, *The Times Literary Supplement*, *Public Opinion Quarterly*, *Presidential Studies Quarterly*, *White House Studies*, *The Journal of Leadership Studies*, and elsewhere.

Genovese has won over a dozen university and national teaching awards, including the Fritz B. Burns Distinguished Teaching Award (1995), and the Rains Excellence in Research Award (2011), and the Rains Career Service Award (2019). Professor Genovese frequently appears as a commentator on local, national, and international television and radio (e.g. CNN, NPR, CBS). He is also Associate Editor of the journal, *White House Studies*, is on the Editorial Board of the *International Leadership Journal*, has lectured for the United States Embassy abroad, and is editor of Palgrave Macmillan Publishing's, "The Evolving American Presidency" book series. In 2016 he was made an "affiliate faculty member " at the LMU School of Education. Professor Genovese has been The Washington Center's "scholar-in-residence" at three Democratic national political conventions, and the 2008 presidential inauguration, and served as scholar-in-residence at the 2012 Republican National Convention. In 2004-05, Professor Genovese served as President of the Presidency Research Group of the American Political Science Association. He is currently on the Advisory Boards of The Washington Center, The Center for the Study of Los Angeles, and is the Chair of the Board of the Foundation for International Education, London. During the presidency of George H.W. Bush, he served as a consultant to the Department of Defense and the Pentagon.





**Colin Samson**

*“Colonialism and Non-Universal Human Rights: The Ongoing Hypocrisies of Western Liberalism”.*



Colin Samson is a sociologist based at the University of Essex. He has worked with the Innu peoples of the Labrador-Quebec peninsula since 1994. His book *A Way of Life that Does Not Exist: Canada and the Extinguishment of the Innu* (2003) won the Pierre Savard Award. He is also author of *A World You Do Not Know: Settler Societies, Indigenous Peoples and the Attack on Cultural Diversity* (2013) and with Carlos Gigoux, *Indigenous Peoples and Colonialism: A Global Perspective* (2017). Colin collaborated with filmmaker Sarah Sandring on the films ‘Nutshimit’ (2010) and ‘Nutak’ (2013) about the recent and historical experiences of the Mushuau Innu. His forthcoming book entitled *Colonialism and Universal Human Rights: The Ongoing Hypocrisies of Western Societies* examines the connections between colonialism and contemporary human rights violations against indigenous and Afro-descended peoples.





### José Félix Hoyo Arana

*"Dialéctica e interdisciplinareidad en las ciencias sociales"*



José Félix Hoyo Arana es Doctor en Filosofía, Filosofía y Letras, Universidad Nacional Autónoma de México. Tiene título de Docteur en Sciences Politiques, Université de Paris VIII. Ha impartido seminarios en Paris VIII; Paris I; École des Hautes Études en Sciences Sociales (EHESS, París); Colège International de Philosophie; Centre Sèvres y Universidad Nacional Autónoma de México. Es profesor de la Universidad Autónoma de Guerrero y Universidad Autónoma Chapingo (Departamento de Sociología). Es coordinador y profesor del Diplomado de Filosofía de las Ciencias Sociales de la Universidad Autónoma Metropolitana (Unidad Xochimilco). También imparte clases en la Universidad Nacional Autónoma de México y Universidad Autónoma de la Ciudad de México. Ha publicado obras como La lógica subyacente en la Filosofía del Derecho de Hegel, El sistema de la libertad: La enciclopedia de las ciencias filosóficas; El silogismo de la libertad: el saber enciclopédico como totalización dialéctica. Es fundador y miembro del Comité de redacción del Bouletin del Comité Français des Droits de l'Homme au Mexique (Paris, 1983-1986). Es militante de la LCR (París).

### Verónica Sánchez Hernández

*"Flujos lingüísticos y culturales: de ida y vuelta entre México y Los Estados Unidos"*



Es doctora en Lingüística Aplicada por la Universidad de Macquarie, Australia y ha laborado como docente-investigadora en la Facultad de Lenguas de la BUAP desde 1996. Participa activamente en el Cuerpo Académico Consolidado "Investigación, Literacidad y Desarrollo Docente". La Dra. Sánchez es evaluadora nacional del Consejo para la acreditación de Programas Educativos en Humanidades (COAPEHUM-COPAES) desde 2007 y evaluadora externa en acreditaciones internacionales. Sus áreas de interés y publicaciones son en las líneas de formación docente, desarrollo profesional, supervisión, mentoría, desarrollo de literacidad académica y procesos de acreditación en Humanidades.

### Yonatan Puón Castro

*"Estudiantes transnacionales, lengua de herencia e inserción en el sistema educativo mexicano: Casos de éxito y la formación docente"*



Es profesor de tiempo completo en la Facultad de Lenguas, BUAP. Graduado de la Maestría en la Enseñanza del Inglés de la misma institución. Su principal área de interés es la formación docente, desarrollo profesional de profesores en servicio, lengua de herencia y estudiantes de retorno así como la política lingüística. Actualmente estudia el doctorado en lingüística aplicada en la Universidad de Southampton, Inglaterra además de ser evaluador par por los CIEES y COAPEHUM.



## David Barkin

*"La Economía Ecológica desde abajo"*



El Dr. David Barkin recibió, en 1966, su doctorado en economía por la Universidad de Yale. Desde 1975, ha sido Profesor de Economía en la Universidad Autónoma Metropolitana-Unidad Xochimilco (México). Participó, en 1974, en la creación del Centro de Ecodesarrollo, como parte del CONACYT, y sigue como miembro de su organismo sucesor, el Centro de Ecología y Desarrollo. Recibió el Premio Nacional de Economía Política y es miembro de la Academia Mexicana de Ciencias e Investigador Emérito del Sistema Nacional de Investigadores. Ha publicado numerosos libros sobre problemas relacionados con el desarrollo económico en México, sistemas alimentarios y desarrollo sustentable. Sus libros más recientes, que tratan sobre problemas candentes del México contemporáneo, son: *Innovaciones Mexicanas en el Manejo del Agua* (México: Departamento de Producción Económica, Universidad Autónoma Metropolitana-Xochimilco y Centro de Ecología y Desarrollo, 2001), y *La Gestión del Agua Urbana en México* (México: Universidad de Guadalajara, 2006). Otro de sus libros, *Riqueza, Pobreza y Desarrollo Sustentable* es un ensayo bilingüe que circuló ampliamente, y que está disponible para bajar gratis por Internet. Su libro más reciente es: *De la Protesta a la Propuesta: 50 años imaginando y construyendo el futuro*. Recientemente, ha dirigido a estudiantes de posgrado en comunidades en diversas partes de México, para examinar temas relacionados con el manejo sustentable de recursos regionales. Estos proyectos están diseñados para promover capacidades para la auto-gestión y manejo de ecosistemas así como para promover la autosuficiencia de sus necesidades básicas, en un contexto donde la diversificación productiva genera algunos ingresos complementarios para elevar los niveles materiales de vida. Entre las áreas donde han funcionado, se destacan: el ecoturismo, el desarrollo productivo de áreas protegidas naturales, la conservación y restauración de bosques comunitarios, y el empleo de plantas pequeñas para el tratamiento de aguas servidas. En cada una, el trabajo está diseñado para generar nuevas oportunidades productivas y mejorar los ecosistemas.





### **Kaia DeMatteo**



Kaia DeMatteo is a PhD Candidate in Global Inclusion and Social Development at the University of Massachusetts, Boston. She recently spent one year in Tanzania as a Boren Fellow studying Swahili and working on her dissertation fieldwork. Kaia has worked as a Research Assistant at the University of Massachusetts, Boston, as an EFL Lecturer in the United States and South Korea, and as an AmeriCorps Vista volunteer. Kaia earned a Masters of Education in Cultural Studies from Ohio University. Her research interests include global and cultural studies, comparative and international education, community engagement, language learning, social change, and indigenous knowledge.

### **Rosa Bella M. Quindoza**



Rosa Bella M. Quindoza is a faculty member at the PUP Department of Communication Research College of Communication and is also currently engaged as researcher, writer, and consultant for projects of various civil society organizations and a local government unit. She has academic training in political science, communication research as well as cognate courses in Asian studies, and community development. Her research interests include political communication, environmental communication, intercultural communication, development, and human rights advocacy research. Lala has previously been involved in regional studies and publications on democracy index, election violence, electoral challenges, and human rights in Asia.

### **Dillon Boss**



Dillon Boss is a graduate of the Department of History and Political Science at Utah Valley University, where he emphasized in metropolitan history and broader socio-political studies in American contexts. As a champion of interdisciplinary scholarship in all its varieties and renditions, Dillon has written and presented on a number of major research topics ranging from the condition and perception of towns and communities, the politics of religious socialization, consumer culture, the ethics of machine gambling, and the history of locomotion. When not reading or writing, Dillon can be found on a motorcycle exploring the backroads of the American West.

### **Susan J. Eddington**



Susan J. Eddington is a PhD candidate and scholar-practitioner in the field of media psychology. An award-winning marketing and management consultant and accredited public relations counselor, her practice includes communications strategy, communications research, content development, and immersive media approaches to affect attitudes and encourage pro-social behavior. Her research interests include media representations, media effects, inter-group relations, diversity and inclusion, social identity, criminal justice, health and well-being, identity formation, media literacy, leadership development, political persuasion, and sustainability.

### **Smangele Nkosingiphile Shandu**



Smangele Nkosingiphile Shandu is PhD candidate and a lecturer at University of KwaZulu-Natal (UKZN), Criminology and Forensic Studies Discipline (CFSD), she offers Criminalistics: Crime scene investigation (CFSD201). Ms Shandu previously taught Correctional Theory and Practice (CFSD304) and Introduction to Criminal Justice (CFSD101). She is a qualified Social Worker registered with the South African Council for Social Service Profession (SACSSP). She has attended local conferences and published research articles related to her specialisations. To date (2019), she is also employed by the Judicial Inspectorate for Correctional Services as an Independent Correctional Centre Visitor under Pietermaritzburg 'Medium A' Correctional Centre of KwaZulu-Natal (KZN) attending to complaints and requests of inmates.



### Raghu Bir Bista



Raghu Bir Bista, PhD is Associate Professor of Economics, Tribhuvan University (TU) working in Department of Economics, Patan Multiple Campus, Patan Dhoka since 1999. He teaches Economics of Nepal and Public Economics in the Master's Program of Economics. He worked as visiting Professor in Central Department of Economics and in Central Department of Rural Development Studies, Tribhuvan University. He did PhD on Economics of Climate Change Vulnerability and Household Adaptation in Sotkhola water basin, Surkhet, Nepal from Tribhuvan University as University Grant Commission Fellow in 2017 and MPhil from Jadavapur University, Calcutta in 2010 and his research title was on Global Role of Nepalese Forest. For two years, he was SANDEE Fellow. He has four books in market: Foreign Direct Investment in Nepal (2005), Economics of Nepal (2008, 2011 and 2016), and Global Role of Nepalese Forest: A case of Reduction of Emission from Deforestation and Degradation (REDD) (2010, 2011, 2012, 2013, 2014, 2015, 2017 and 2018) in Amazon and Economics cost of Armed Conflict: Valuing Armed Conflict in Nepal (2017). He has numerous paper publications as book chapter and peer reviewed papers on different economic issues all over the world. Recently, he serves as an editor of *Journal of Benu Business Review*, *Journal of Women's Entrepreneurship and Employment*, *Journal of International Review*, and *Journal of Management*.

### Janelle Christine Simmons



Janelle Christine Simmons is a native New Yorker. Her earliest memories include telling her parents she would one day be a doctor. Janelle began dabbling in psychology during high school where she completed her first psychology course. She earned her Bachelor of Arts in psychology and pre-law from Michigan State University in December of 1998. She then went on to earn her Master of Forensic Psychology from John Jay College in May of 2002. After receiving a scholarship, she flew to South Korea and studied Korean and then went on to earn a Master of Divinity from Torch Trinity Graduate School of Theology (henceforth known as Torch Trinity Graduate University) June of 2006. Upon returning to the United States, Janelle began teaching psychology at the college level in September of 2006 and then at the University level across two states, online and finally overseas in China. Concurrently, she served in AmeriCorps, as well Non-Profit Management. Upon the suggestion of a seminary professor, she applied for a Doctorate degree at Liberty University and finally earned an Ed.S. in Curriculum and Instruction along with an Ed.D. in Educational Leadership in 2013 and 2016 respectively - graduating in May of 2017. Since she has been publishing, presenting, and chairing conferences and is working on establishing a Music Museum in honor of her late father. In addition, she is working on a Ph.D. in Clinical Psychology from Walden University and awaiting the day to finally graduate from law school. She hopes to begin teaching and completing research at the university level again soon.





### Borja García Ferrer



Doctor en Filosofía por la Universidad de Granada. Actualmente es Investigador Postdoctoral en la UNAM (Beca de Excelencia del Gobierno de México para Extranjeros). Ha realizado diversas estancias de investigación predoctorales en la Università degli Studi di Trieste, en la Università degli Studi di Napoli Federico II, en la Università degli Studi di Catania y en la UNAM. Respecto a los resultados de su investigación, ha publicado numerosos trabajos en libros y revistas de la especialidad como *Pensamiento*, *Daimon* o *Isegoría*, y ha participado como ponente en una gran variedad de congresos nacionales e internacionales. Su línea de investigación abarca la filosofía contemporánea, la ontología política, la sociología crítica y la psicopatología.

### Manuel Abelardo Cárdenas Muñoz



Educador, con más de treinta años de trabajo educativo en diversos niveles del sistema educativo. Especialista en diseño, acompañamiento, asesoramiento de programas y proyectos de educación, sistematización e investigación cualitativa con fuerte presencia del enfoque de calidad de la educación, derechos e interculturalidad en la gestión pedagógica y curricular, centradas en los adolescentes, jóvenes y adultos. Aspirante al Doctorado en Ciencias Sociales de CINDE – Universidad de Manizales, Colombia; Magister en Ciencias Sociales con Orientación en Políticas Educativas e Investigación para la toma de Decisiones – Julio de 1997 a Julio, 1999 de FLACSO – ARGENTINA, FACULTAD LATINOAMERICANA DE CIENCIAS SOCIALES, Buenos Aires, Argentina; Licenciado y Bachiller en Educación de la PONTIFICIA UNIVERSIDAD CATÓLICA DEL PERÚ, Lima, Perú.

### Gicela Londoño Muñoz



Hija de la madre tierra, tejedora y apasionada por el trabajo en procesos sociales y comunitarios a partir del lenguaje, la educación y diversidad cultural. Estudiante de la Licenciatura en Humanidades, Lengua Castellana de la Universidad de Antioquia y voluntaria en la Corporación para la Comunicación Ciudad Comuna de la Comuna 8 de Medellín, que promueve prácticas y procesos de comunicación comunitaria como alternativa para propiciar el reconocimiento, el encuentro y el diálogo de saberes entre personas y procesos comprometidos con el tejido social.

### Karla Daniela Serrano Moreno



Es egresada de la Licenciatura en Relaciones Internacionales por la Benemérita Universidad Autónoma de Puebla. Realizó estancias en Proyectos de Investigación VIEP y Jóvenes Investigadores con el Dr. Luis Ochoa Bilbao en los proyectos: Los jueces mexicanos en la Corte Internacional de Justicia de La Haya en el siglo XX y Cultura Política y la Reconfiguración del Nacionalismo Contemporáneo. Colaboró con la Maestra investigadora Diana Karina Mantilla Gálvez en el proyecto La investigación social en las Relaciones Internacionales, en el área de Estudios de Género.

### Lucia Beltrán Castillo



Estudiante de 7mo trimestre del Doctorado en Ciencias Administrativas en la UAM Iztapalapa; Maestra en Administración de Negocios egresada de la UNID Valle de Chalco; Licenciada en Administración egresada de la UAM Iztapalapa. Presidente del Colegio de Posgraduados en Administración de la República Mexicana A.C. Capítulo Estado de México; Profesora-investigadora con Perfil PRODEP del Tecnológico Nacional de México Campus Chimalhuacán; profesora de Licenciatura y Maestría en Administración, Certificada en Competencia laboral por el CONOCER para impartición de cursos de formación de capital humano de manera presencial; Directora de tesis de licenciatura y maestría en administración; Conferencista; Coordinadora y organizadora de Congresos, Coloquios, Foros y Encuentros académicos, vinculadora con el sector productivo; Autora y colaboradora de artículos de investigación.



### Magdiel Antonio Ramos



Durante de la secundaria y preparatoria, cursó estudios técnicos en Diseño Industrial y Mecánica Industrial. Concluyó el grado de Asociado en Gastronomía en la Universidad Tecnológica de los Valles Centrales de Oaxaca. Obtuvo la Beca de Rumbo Joven 100 para una estancia profesional en Washington D.C. Posteriormente en México, se preparó académicamente para ingresar a la Unidad Profesional Interdisciplinaria en Ingeniería y Tecnologías Avanzadas del Instituto Politécnico Nacional (UPIITA-IPN), donde cursa el 4º Semestre de la carrera de Ingeniería Biónica.

### María Paula Valarezo Guzmán



Es docente de diseño gráfico en la facultad Comunicación de la Universidad Espíritu Santo (UEES). Desde que se graduó como Licenciada en Diseño Gráfico, ha compaginado su interés por el arte, la ilustración y el diseño. Esta búsqueda por aprender más la lleva a viajar a Granada – España, a realizar un Master Oficial en Dibujo Creación Producción y Difusión en la Facultad de Comunicación de la Universidad de Granada, concluyendo con un TFM orientado a la Ilustración Infantil, mediante la creación de un álbum ilustrado destinado a los niños sobrevivientes del terremoto ocurrido en Ecuador el 16 Abr 2016. Actualmente es doctoranda en la Universidad de Granada, con el tema “El álbum ilustrado como recurso para fomentar la estabilidad emocional en niños”.

### María Verónica Barzola



Doctoranda en Ciencias Políticas y Relaciones Internacionales (Universidad Complutense de Madrid, España). Master en Relaciones Internacionales (Università di Bologna, Italia, 2007). Licenciada en Relaciones Públicas (UP, 2005). Se ha especializado en temas de migraciones, seguridad, construcción de la paz y desarme. Coordinó el Programa de Investigación y Desarrollo (Facultad de Diseño y Comunicación, Universidad de Palermo, 2016-2018). Actualmente trabaja en su investigación doctoral sobre refugiados, fronteras e imagen del Estado Nación. Desde 2016 dirige la Línea de Investigación Presente y Futuro del Diseño Latino, Universidad de Palermo, que investiga el aporte de las disciplinas proyectuales al cambio social y la innovación.

### Paola Sepúlveda



Ingeniera ambiental de la Universidad Santo Tomás de Colombia y actual estudiante de maestría en Ciencias de la Sostenibilidad en la Universidad Nacional Autónoma de México. Experiencia docente en el área de tecnología, investigación, robótica y educación ambiental. Ganadora de la beca jóvenes talento en Ciencia y Tecnología en Colombia. Actual coordinadora de la Conferencia Mariano Otero (CoMo) y directora de comunicación y sustentabilidad del Instituto Mexicano de Ingenieros Químicos (IMIQ). Sus ejes están basados en el compromiso por apoyar las causas en mejora de la sociedad y el ambiente en Latinoamérica, el empoderamiento, la formación de capacidades de adaptación y la resiliencia a través de la educación, la educación ambiental para la sustentabilidad a nivel superior como estrategia para enfrentar la actual crisis socioecológica y construcción de trayectorias hacia la transformación para la sustentabilidad.

### Nalleli Salazar Chapa



Máster en Ciencias con Orientación en Cognición y Educación por la Facultad de Psicología, Universidad Autónoma de Nuevo León (México); Licenciada en Diseño Industrial por la Facultad de Arquitectura, Universidad Autónoma de Nuevo León (México). Actualmente cursa el Doctorado en Estudios Humanísticos en el Tecnológico de Monterrey, Campus Monterrey (México). Ha trabajado como Coordinadora Académica y Docente en la Escuela Superior de Arquitectura y Diseño ESADI (México), impartiendo tópicos como: Diseño y Psicología Ambiental, Diseño Sustentable, Ambiente y Sustentabilidad. Principales líneas de investigación: Biofilia y Naturaleza, Psicología Ambiental y Diseño Sustentable. Publicaciones recientes: “La Relación Ser Humano - Naturaleza: Sus efectos en el estudiante universitario”, tesis de maestría, publicada por Editorial Académica Española.





### Diana Karina Mantilla Galvez



Estudió Relaciones Internacionales en la Benemérita Universidad Autónoma de Puebla, Maestría en Sociología en el Instituto de Ciencias Sociales y Humanidades Alfonso Vélaz Pliego, es doctorante en Investigación Educativa en la Universidad Veracruzana. Ha sido becaria del CONACYT y asistente de investigación del Sistema Nacional de Investigadores con el Dr. John Holloway. Es docente en la carrera de Relaciones Internacionales en la BUAP, me especializo en Estudios de Género y Educación Intercultural. Ha participado en diversos proyectos de investigación como asistente en México y EEUU. Ha sido ponente en congresos nacionales, latinoamericanos y mundiales, de Sociología y Relaciones Internacionales. Es integrante de una colectiva de feminismo y participa en certámenes de Slam Poetry.

### Paola Carmina Gutiérrez Cuéllar



Doctora en Ciencias Sociales por la Facultad Latinoamericana de Ciencias Sociales sede México, maestra en Desarrollo Regional por el Instituto de investigaciones Dr. José María Luis Mora. Actualmente se encuentra en una estancia posdoctoral en la UNAM estudiando las políticas públicas de atención a los adultos mayores a nivel sub nacional. Ha publicado en revistas y libros arbitrados al respecto de los sistemas políticos subnacionales, los significados de la vejez en México y los procesos de discriminación. Sus líneas de investigación incluyen: políticas públicas sociales a nivel estatal en México, profesionalización de los poderes públicos e instituciones políticas subnacionales. Forma parte del SNI en el grado de candidatura y ha desarrollado actividades de docencia y formación de recursos humanos a nivel superior en México.

### Paulina Zavala García



Estudió Sociología en la Facultad de Ciencias Políticas y Sociales de la UNAM; ahí tuvo el honor de ser elegida como consejera técnica estudiantil e influir en la toma de decisiones académicas en favor de mis compañeros. Actualmente, estudia la maestría en Economía urbana y desarrollo regional en la Facultad de Economía de la UNAM. Ha tenido la oportunidad de hacer investigación documental en el Instituto de Investigaciones Sociales, en la Universidad Autónoma Metropolitana, unidad Xochimilco y en Cauce Ciudadano, A.C. Asimismo, ha realizado investigación en campo en zonas rurales y urbanas. Destaca en su experiencia el trabajo con niños, adultos mayores y personas de la calle, así como un diagnóstico comunitario en la comunidad de Yucuñuti de Juárez, Oaxaca.

### René Alonso Guerra Molina



Candidato a Doctor en Ciencias Sociales de la Universidad del Norte, como becario de Colciencias; Máster en Unión Europea del Real Instituto de Estudios Europeos (Zaragoza, España); Profesional en Relaciones Internacionales de la Universidad del Norte (Barranquilla, Colombia); Diploma de Estudios Superiores Europeos del Real Instituto de Estudios Europeos (RIEE). Con gran interés en las Relaciones Internacionales, Historia, Seguridad y Defensa Nacional, Estudios Europeos, Asuntos Migratorios, Derecho Internacional y Diplomacia. Se ha desempeñado como Docente Catedrático del Departamento de Ciencia Política y Relaciones Internacionales de la Universidad del Norte (Barranquilla, Colombia), en las asignaturas de Geopolítica, así como de Orden y Seguridad Global. Investigador asociado del Instituto de Altos Estudios Sociales y Culturales de América Latina y el Caribe de la Universidad del Norte, así como asesor de la Fuerza Aérea Colombiana.

### Eloísa Carbonell Yonfá



Doctoranda en Sociedad, Política Cultura en la Universidad del País Vasco. Máster en Desarrollo local y movimientos sociales, Máster en Poder local y política pública. Diplomada en: participación política, gestión y desarrollo en el ámbito local; administración de proyectos; y entornos virtuales de aprendizaje. Licenciada en Comunicación social. Entre las principales investigaciones publicadas constan: Epistemologías y saberes en los pueblos y nacionalidades en el Ecuador (2016-2018); Reconstrucción de la Memoria Histórica de la Plaza Arenas.(2014-2018); IV Informe sombra Convención de los Derechos del niño Capítulo Ecuador (2009). Actualmente es Docente de la Universidad Politécnica Salesiana en Quito, Ecuador e integrante del grupo de investigación GIFE: Filosofía de la educación.



### **Yeannys Parada Hernández**



Licenciada en Historia Pura por la Universidad de Oriente, Cuba, 2005; Máster en Estudios Interdisciplinarios sobre América Latina, Cuba y El Caribe, en 2016 con la tesis: El Partido Liberal Autonomista de La Habana (1878-1895). Ha participado en varios congresos internacionales en Cuba como en el extranjero con ponencias relacionadas con la importancia de la literatura histórica y el aporte de ella a la ciencia histórica. Actualmente trabaja en el Centro de Estudios de Técnicas de Ciencias de la Dirección, de la Universidad de La Habana, donde se desempeña como Especialista en Servicios, Procesamiento y Análisis de Información del Gabinete Metodológico. Se está especializando en todo lo relacionado con Partidos Políticos Coloniales, siendo este su tema doctoral.

### **Yeisa B. Sarduy Herrera**



Licenciada en Sociología, Universidad de La Habana (UH). Máster en Desarrollo Social por el Programa FLACSO-Cuba (UH). Investigadora del Instituto Cubano de Investigación Cultural Juan Marinello. Posee la categoría científica de Investigadora Agregada. Profesionalmente se ha centrado en las áreas investigativas: Culturas juveniles, desarrollo social y consumo cultural. Se ha desempeñado como tutora, co-tutora y oponente de trabajos de diploma del Departamento de Sociología de la Universidad de La Habana. Autora de disímiles publicaciones en libros y en revistas nacionales y extranjeras. Ha participado en eventos nacionales e internacionales en calidad de ponente, coordinadora y asistente. Ganadora de la Escuela Regional MOST- UNESCO/ CLACSO (2013), Becaria de CLACSO (2015) y Ganadora de una de las Becas otorgadas por CALACS- FLACSO (2017).

### **Alexis Sánchez**



Estudiante del segundo trimestre de sociología en la UAM Xochimilco. Comparte gran interés por el arte y la literatura llevándolo a diversas maneras de encontrar el conocimiento subjetivo de las diferentes perspectivas sociales. Concluyó el diplomado de diseño gráfico y ilustración en el instituto tecnológico CCPM donde también se asesoró en capacitación para el desarrollo ejecutivo. Con afán de superación y de disciplina para su desarrollo estudiantil, deseoso para lograr una base con pericia y experiencia.

Wednesday, 10 July	
08:00-09:00	Conference Registration Desk Open/Mesa de inscripción abierta
09:00-09:30	Conference Opening/Inauguración del Congreso - Dr. Rae-Anne Montague, Common Ground Research Networks, Champaign, United States; Dr. Gerardo Tunal Santiago, Universidad Autónoma Metropolitana - Xochimilco, México, Presidente del Congreso; Dr. Fernando de León González, Rector, Universidad Autónoma Metropolitana - Xochimilco, México
09:30-10:00	Plenary Session/Sesión plenaria (en inglés) - Michael A. Genovese, Professor of Political Science, Director of the Institute for Leadership Studies, and President of the Global Policy Institute, Loyola Marymount University, California, USA
	<p>"The Challenges of Illiberal Democracy to Liberal Democracy in the Age of Globalization: Populism and Democratic Distemper as Threats to Stability"</p> <p>Michael A. Genovese received a Ph.D. from the University of Southern California in 1979. He holds the Loyola Chair of Leadership Studies, is Professor of Political Science, is Director of the Institute for Leadership Studies, and is President of the Global Policy Institute at Loyola Marymount University. In 2006, he was made a Fellow at the Queens College, Oxford University. And in 2017 Professor Genovese was awarded the American Political Science Association's Distinguished Teaching Award, only the fifth time in the APSA's history that this award has been given out.</p> <p>Professor Genovese has written fifty books, including <i>How Trump Governs</i>, <i>The Trumping of American Politics</i>, <i>Leadership Matters</i>, (with Thomas E. Cronin), <i>Paradigm: 2012</i>, named Outstanding Leadership Book of the Year (International Leadership Association), <i>The Paradoxes of the American Presidency</i>, (with Thomas E. Cronin and Meena Bose), Oxford University Press, 5th ed 2017; <i>The Power of the American Presidency 1789-2000</i>, Oxford University Press, 2001, <i>The Encyclopedia of the American Presidency</i>, Facts-on File, 2nd ed, 2010 (winner of the New York Public Library, "Best of Reference" work of 2004), <i>Memo to a New President: The Art and Science of Presidential Leadership</i>, Oxford University Press, 2008, He has also written a cookbook, <i>Me and Mach: Food Fit for The Prince</i> (Amazon, Kindle e-book, 2013), <i>Women as Political Leaders</i>, Taylor and Francis, (edited with Janie Steckenrider, 2013), <i>Shakespeare's Politics</i>, (Paradigm, edited with Bruce Althusler, Paradigm, 2014) <i>Building Tomorrow's Leaders Today</i> (Routledge, 2014), and <i>The Future of Leadership: Leveraged Leadership in an Age of Hyper- Change</i>, Routledge, 2015. His articles and reviews have appeared in the <i>American Political Science Review</i>, <i>The Times Literary Supplement</i>, <i>Public Opinion Quarterly</i>, <i>Presidential Studies Quarterly</i>, <i>White House Studies</i>, <i>The Journal of Leadership Studies</i>, and elsewhere.</p> <p>Genovese has won over a dozen university and national teaching awards, including the Fritz B. Burns Distinguished Teaching Award (1995), and the Rains Excellence in Research Award (2011), and the Rains Career Service Award (2019). Professor Genovese frequently appears as a commentator on local, national, and international television and radio (e.g. CNN, NPR, CBS). He is also Associate Editor of the journal, <i>White House Studies</i>, is on the Editorial Board of the <i>International Leadership Journal</i>, has lectured for the United States Embassy abroad, and is editor of Palgrave Macmillan Publishing's, "The Evolving American Presidency" book series. In 2016 he was made an "affiliate faculty member" at the LMU School of Education. Professor Genovese has been The Washington Center's "scholar-in-residence" at three Democratic national political conventions, and the 2008 presidential inauguration, and served as scholar-in-residence at the 2012 Republican National Convention. In 2004-05, Professor Genovese served as President of the Presidency Research Group of the American Political Science Association. He is currently on the Advisory Boards of The Washington Center, The Center for the Study of Los Angeles, and is the Chair of the Board of the Foundation For International Education, London. During the presidency of George H.W. Bush, he served as a consultant to the Department of Defense and the Pentagon.</p>
10:00-10:30	Garden Conversation/Charlas de jardín (en inglés)
	<p>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.</p> <p>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.</p>
10:30-11:15	Talking Circles/Mesas redondas (en inglés)
	<p>Held on the first day of the conference, Talking Circles offer an early opportunity to meet other delegates with similar interests and concerns. Delegates self-select into groups based on broad thematic areas and introduce themselves and their research interests to one another.</p> <p>Room 1 (Sala Isóptica A): Social and Community Studies / Organizational Studies  Room 2 (Sala Isóptica C): Civic and Political Studies / Global Studies  Room 3 (Sala Isóptica D): Cultural Studies / Environmental Studies  Room 6 (Auditorio TID A): Educational Studies  Room 5 (Sala Xochicalli): 2019 Special Focus - Global Flows, Diversified Realities</p>
11:15-11:25	Transition Break/Pausa



Wednesday, 10 July

11:25-13:05

PARALLEL SESSIONS



11:25-13:05

**PARALLEL SESSIONS**

**Room 1 -  
Sala  
Isóptica A**

**People and Places**

**The Impossibility of Indigenous Human Rights : States of Exception at Standing Rock Indian Reservation in the Dakota Access Pipeline Conflict**

Colin J. Samson, University of Essex

Conflicts between indigenous groups and governments over the use and ownership of lands in North America have exposed hypocrisies about legality, property, human rights, and even democracy itself. These derive from tensions between historical acts of nation-to-nation recognition and governmental practice. This study examines the ongoing dispute surrounding the Dakota Access Pipeline (DAPL) in North Dakota, USA in which I participated. I shall argue that the conflict at Standing Rock must be understood through a series of acts of state legitimized illegalities. These began with the purchase of unceded Sioux lands from France in 1803, several nineteenth century treaties between the US and the Sioux, and further unconsented legislative acts, and judicial rulings. The DAPL conflict culminated in the Executive Order of January 2017, but involved militarized police action to suppress peaceful protest and freedom of expression. Common to all these actions is a state of exception. Because the state of exception is institutionalized in American state treatment of indigenous populations, both indigenous human rights and American justice itself are impossible to honour.

*Environmental Studies*

**Gendered-caste Discrimination and the “Most Untouchable” in Schools in India**

Dip Kapoor, Professor, Educational Policy Studies, University of Alberta, Edmonton, Canada

Belen Samuel, Graduate Student, University of Alberta, Canada

While untouchability was outlawed in Article 17 of the Constitution of India adopted in 1950, caste/ism and untouchability as a form of pollution-purity based discrimination and humiliation peculiar to Hindu-India and a caste system dating back some two thousand years, continues to be the prevalent social reality for 19% of the Indian population who belong to the list of Constitutionally recognized (for ameliorative purposes) Scheduled Castes (SC), also referred to as Dalits (or the “downtrodden/broken people or outcastes”). Formal education as schooling is no exception to this trend and especially for female students who are subjected to double-barreled discrimination and its interpolations via gendered-casteist practices. Based on a recent (2014-ongoing) Social Sciences and Humanities Research Council of Canada (SSHRC) funded research initiative in the eastern state of Odisha (where 25% of the population belong to the SC category) undertaken with the Center for Research and Development Solidarity (a Dalit popular research organization) which engaged 401 Dalit students in grades 6-10 attending sixteen state schools in a twenty-five village zone, this paper reports on gendered-casteist, casteist and untouchability practices in these schools. Specifically, practices pertaining to: (1) food/meals; (2) water; (3) teacher-student classroom relations; (4) student-student classroom relations; (5) curricula; and (6) events/functions/extra-curricular activities are considered based on self-reporting by students engaged in a participatory survey process and micro-case study elaborations. The study is informed by theory pertaining to a critical sociology of education and caste discrimination in India.

*Educational Studies*

**Learning to Make a Social Difference: Precarious Migrant Worker Organizations and Political Advocacy in Canada**

Simone Brown Mc Laughlin, Graduate Student, Educational Policy Studies, University of Alberta, Edmonton, Canada

Dip Kapoor, Professor, Educational Policy Studies, University of Alberta, Edmonton, Canada

The Temporary Foreign Workers Program (TFWP) in Canada enables Canadian companies and employers seeking cheap and reliable labor for low skilled jobs that Canadian's are not prepared to do. Canada is a destination for migrant labor for many sending states that broker labor to alleviate unemployment in these source countries while adding to earnings from remittances sent home by these migrant workers. The TFWP, now in a phase of expansion, has been described in the early research as creating the conditions for indentured labor and the exploitation of migrant workers, while women workers make up the majorities in the sectors with the least protections, lowest wages and the most demeaning working conditions, like the Care Givers Program (CGP). This paper shares current research insights and findings on the state of precarious migrant workers in Canada in the low skills category (including the Seasonal Agricultural Workers Program or SAWP) who constitute the majority and on migrant worker learning and political advocacy based on a qualitative case study of a migrant worker organization in Western Canada and its national and regional partners. Data collected and analyzed (coding and emergent themes) includes secondary documents from migrant organizations, interviews with migrant worker activists, and focus groups with migrant workers, including observation at key events geared towards public education and advocacy for precarious migrant workers.

*Civic and Political Studies*

**Roles and Challenges of Technology in Corporate Social Responsibility**

Mohamed Abualhaja, Associate Professor of Accounting, Accounting, Park University, Parkville, United States

Many believe that Corporate Social Responsibility (CSR) is irrelevant and bad for businesses, while others swear to its strategic importance for the overall growth of local and global economies. This paper examines the impact of technology on corporate morals and social responsibility. Companies like GE and Nike direct resources and strategies to strengthen the environment and local and global communities. Through improving education programs and investing in technology, these companies attempt to fulfill their social responsibilities to all communities. Companies use CSR to build a reputation and a brand name. Through technology exports, the world's economy is synchronized. Creating and sharing technology enhances the world's productivity and economy, mainly because developing countries are incapable of investing much in R&D. As the infusion of technology contributes to the growth of the global economy, the question remains to what degree the technological breakthroughs create ethical and moral concerns when exploring new frontiers, and to what degree scientists consider the social and ethical consequences when testing and investigating. This paper considers some of the ethical, social, and legal circumstances related to different controversial research fields including creating the atomic bomb, human cloning, and the research of synthetic biology science.

*Organizational Studies*



11:25-13:05

**PARALLEL SESSIONS**

Room 2 -  
Sala  
Isóptica C

**Leading Change**

**Women, Religion, and Leadership: A Typology of Female Saints as Unexpected Leaders**

Barbara Denison, Associate Professor, Sociology and Anthropology, Shippensburg University

This paper showcases a new typology of women leaders in religious organizations by creating a four-cell paradigm of leadership strategies employed by exemplars Hilda of Whitby, Theodelinda of the Lombards, Teresa of Avila, and Dorothy Day. This research intersects sociological inquiry with the discipline of leadership and contributes to the study of women in the organizational settings of patriarchal church. It identifies the intersectionality of religious identity with leadership actions by examining leadership in the organizational context of religion that significantly shaped their lives. By invoking current relevancies among prevailing leadership paradigms (e.g. authentic, transformational, situational, and so on) I show how contrasting leadership styles provide a measure for overcoming gender limitations in demonstrating organizational success. Ultimately this creates a typology of women, religion, and leadership, which intersects a female leader's place within church institutional authority with personal role identity as a leader. The intersection is bi-directional: while we learn how to lead, it is also the case that leadership studies paradigms demonstrates what it means to be a woman who challenges the status quo, defies accepted social norms, and redefines the role as leader. Each woman has a legacy identity, socially constructed in museums, archives, commemorations, or surviving institutional establishments. I examine their contemporary legacy using visual sociology, a tool based on what we experience with our senses, engaging each woman's leadership legacy in their modern enabling environment in order to construct a typology intersecting leadership strategies with gender and institutional structures and power.

*Organizational Studies*

**Transnationalizing Identity and Demands: The Growing Demand for Agrarian Reform in the United States**

Anthony Pahnke, Assistant Professor, International Relations, San Francisco State University, San Francisco, United States

During the last ten years, rural social movements in the United States have been adopting unconventional identities and demands. Principal amongst such identities is the explicit embrace of the peasant, while the new demand that is being expressed is for agrarian reform. In this paper, I argue that these new qualities of US rural social movements have developed due to transnational networks. These networks, which include international conferences, coordinated visits to select sites abroad, activist exchanges between movements, as well as experiences of immigration, have contributed to significant changes in US rural mobilization. These changes, as I also argue, show a growing radicalization of rural contention in the United States, which becomes apparent after comparing current movement practices with key examples from the past. I document the dynamics of social movement radicalization, which I find in identity and demand formation, in a comparison of movements located in Wisconsin, Mississippi, Oklahoma, and Florida. I select these movements given the variation in terms of their respective transnational connections and levels of radicalization. The fieldwork for this project was done over the course of 2016 and 2017, when I visited movement leaders and members at each site to conduct interviews, observe movement activities, and participate in conferences and meetings. I supplement the use of interviews and participatory observation with textual analysis of movement newsletters and documents.

*Global Studies*

**Creative Economy as a Social Innovation: Lessons from Rio de Janeiro Pontos de Cultura**

Dalia Maimon Schiray, Professor and Coordinator of the Laboratory of Social Responsibility and Sustainability of the UFRJ Institute of Economics, Institute of Economics, Federal University of Rio de Janeiro, Rio de Janeiro, Brazil

Ana Paula De Campello, Laboratory of Social Responsibility and Sustainability of the UFRJ Institute of Economics, Brazil

Cristine Carvalho, Federal University of Rio de Janeiro, Brazil

Gabriel Orsi Tinoco, Federal University of Rio de Janeiro, Brazil

I present article innovation and creative entrepreneurship in cultural projects of fifty non-governmental organizations – NGOs located in Rio de Janeiro city, named as Pontos de Cultura (Points of Culture) by the local municipality. The conceptual and analytical framework are based on literature review on the themes of creative economy and social innovation. In the last three decades, social innovations have been debated in different sectors of society, including a variety of activities associated with non-profit organizations, social entrepreneurship, social economy, and corporate social responsibility practices (Schachter et al, 2012). Furthermore, as Mulgan, Sanders and Tucker (2007) maintain, there are many lenses through which understand social innovation, as well a variety of approaches related to multiple subject areas. The work is divided into four parts. The first one analyzes the main approaches of social technology and the creative economy, pointing distinctions between international approach that combines creative economy with the latest technology and the Brazilian reality where the focus is on social entrepreneurship. In the second part are emphasized methodological issues related to the collection and analysis of data. Later, in the third section, we submit the analysis of the cultural projects based on the thesis of innovation stages of organizations, (Caulier, Grice and Mulgan, 2010): (1) factors that trigger action (prompts), inspirations and diagnostics; (2) proposals and ideas; (3) prototypes and pilots; (4) support; (5) design and dissemination; (6) systemic change. Finally, in the last section considerations of the study are outlined and limitations and suggestions for future research.

*Social and Community Studies*

**The International Indigenous Movement in the Twenty-first Century: An Investigation of the Necessary Conditions to Exercise the Rights of Indigenous Peoples**

Dr. Enrique Gomez llata, Social Sciences, thesis supervisor, Amsterdam University, Cholula Puebla, Mexico

The objective of this research is to identify which are the necessary conditions and characteristics that indigenous social movements shall meet in order to be in the position to exercise the set of rights established in the 2008 UN Declaration of the Rights of Indigenous Peoples. In order to approach this topic, a set of interviews with experts and indigenous leaders is used to frame those necessary conditions and characteristics that indigenous social movements require to successfully engage these rights Vis a Vis Nation States or other power apparatuses. Therefore, the aim of this research is to explain when any given indigenous mobilization may be successful in using or appealing to the UN Declaration to meet their social, political, economic, or cultural needs, or well when the characteristics of such movement may look for different alternatives than the UN Declaration to meet their objectives.

*Social and Community Studies*



**Wednesday, 10 July**

11:25-13:05	<b>PARALLEL SESSIONS</b>
<b>Room 3 - Sala Isóptica D</b>	<p><b>Civic Engagement</b></p> <p><b>The Shaky Foundation of the English Doctrine of Frustration: Efficiency or Justice?</b>            Prof. Guanghua Yu, The University of Hong Kong, China            No doctrine of English contract law is as controversial as the doctrine of frustration. Scholars have endeavored to explain or rationalize the doctrine either from the efficiency perspective or from the justice perspective. Neither approach is, however, promising for explaining the current status of the law or guiding meaningful law reforms. The efficiency approach would compel judges to move beyond their familiar chartered water of contract liability rules or may require information judges do not have during their adjudication. The justice perspective is equally problematic if not more difficult. While the key idea behind private law is corrective justice, the very decision judges have to make on whether a contract has been frustrated is based on distributive justice. When distributive justice is forced into the private law of contracts, the coherence or rationale of private contract law is eroded. This paper explains the shaky foundation of the English doctrine of frustration. It also considers ways of improving the theoretical foundation of the doctrine.  <i>Social and Community Studies</i></p> <p><b>Stochastic Democracy: Corruption-resistant Governance for All</b>            Peter Schubert, Director, Richard G Lugar Center for Renewable Energy, Engineering &amp; Technology, IUPUI, Indianapolis, IN, United States            The case is made for a new form of democratic governance based upon stochastic selection from pre-screened volunteers. Districts are selected using statistical methods based on demographics and census. Hierarchy is determined by algorithmic selection, with stochastic repopulation from a selection of existing members at all levels, those from the volunteer pool. A means of regulating the government is presented we're in the entirety of a stochastic democracy is designed to be fair and equitable to all citizens with representation as nearly equal as possible. Theoretical Studies have shown stochastic democracy to scale well, to respond well to increases or decreases in population, and for rapid startup within a single day. In this work the case for initiating stochastic democracy after a failed State event is made for consideration by those responsible for forming a new government. Essential prerequisites are identified, procedures for transparent and verifiable procedures are outlined, and a checklist for successful verification and validation is presented. The result is and inclusive means by which a region or country can initiate a corruption resistant form of governance for the betterment of it's citizens.  <i>Civic and Political Studies</i></p>
13:05-14:05	<b>Lunch/Almuerzo</b>
	<p><b>During lunch (included in the registration of the Congress) taking place in the garden, we invite you to visit the cultural proposal of handmade jewelry based on pre-Hispanic designs. Daniel Cortés López, recognized as one of the 200 great masters of Popular Art in Jalisco.</b></p> <p><b>Durante el almuerzo (incluido en la inscripción del Congreso) que tendrá lugar en jardín les invitamos a visitar la propuesta cultural de joyería artesanal basada en diseños prehispánicos. La exposición se organiza por el grupo de artesanos liderados por el Maestro Daniel Cortés López, reconocido como uno de los 200 grandes maestros del Arte Popular en Jalisco.</b></p>
14:05-15:45	<b>PARALLEL SESSIONS</b>



14:05-15:45

**PARALLEL SESSIONS**

**Room 1 -  
Sala  
Isóptica A**

**Research Links**

**Strange Bedfellows: Using Philosophy to Bridge the Divide Between the Natural and Social Sciences**

Aaron Grinter, Swinburne University

The consensus within the scientific community is that human economic and industrial activity has caused disastrous changes to the biosphere. With the urgency of the approaching environmental catastrophe, there is a need to transform old practices and find new and innovative approaches in both the public and academic spheres. Until now, the social and natural sciences have tended to concentrate in separate silos, with limited knowledge transfer between the two. However, in order to address the broad social problems at the heart of the environmental crisis, all disciplines must unite. Ecological philosophy, the philosophy of building an environmentally sustainable society, draws upon both scientific disciplines, such as thermodynamics, systems ecology and non-linear dynamics, as well as the social sciences, such as cultural studies, narrative, and history. Because this philosophy already connects these normally disparate fields, it has the potential to act as a framework for uniting other disciplines. This paper discusses the methodology of my PhD thesis, which utilises the ecological philosophical program to construct a broad approach to sustainable practices on multiple scales. Specifically, the paper explores the role of philosophy in connecting and contextualising sustainability across disciplines. Some examples from the thesis that will be explored are history, economics, and biology. It is hoped that by providing the framework to bridge disparate disciplines, future work will provide superior outcomes, as it is empowered to draw upon a greater body of research, construct more connections between social and historical contexts, and make a larger contribution to knowledge.

*Social and Community Studies*

**A New Understanding of Narrative Explanations: Gestalt Psychology in the Humanities and Social Sciences**

Mariana Imaz , PhD Student, Philosophy, University of California Santa Cruz, Santa Cruz, United States

The philosopher W. Sellars, wrote that “to the extent that a specialist is more concerned to reflect on how his work as a specialist joins up with other intellectual pursuits than in asking and answering questions within his specialty, he is said, properly, to be philosophically minded.” By this standard, philosophical work becomes fundamental in explaining the particular nature of social sciences and humanities. My project evidences this point by explaining the nature of narrative explanations through the principles of organization of Gestalt psychology. Although odd at first, this linkage between perceptual organization (Gestalt psychology) and narrative brings a completely new perspective in understanding the logical configuration of narrative explanations. If we agree that both humanities and social sciences take narrative as central in their effort to explain events, then, the interdisciplinary practice that my work entails, sheds light on the epistemological structure that both social sciences and humanities share.

*Social and Community Studies*

**New Classical Research in Anthropology: Cultural Interpretations and Social Configurations in the Digital Landscape**

Prof. Jacobo Córdoba Jáquez Jacobo Cordoba, PhD. Student, Facultad de Filosofía y Letras, Universidad Autonoma de Chihuahua, Chihuahua, Chihuahua, Mexico

As we move on to the 2020's, by the end of this decade there will be an estimate of 34 billion mobile devices connected to the internet. This number can change radically as the digital gap between generation and accessibility transforms rapidly. Today there is a more evident phenomenon in which the number of people who know how to utilize mobile media technologies is larger than does who don't. The integration of digital-media technologies into numerous aspects of our daily lives such as work, socialization, entertainment, health, economy, and politics has generated in a rapid pace, new and innovative cultural interpretations and social configurations of the use of these technologies. In this paper we concentrate on addressing some of the many scenarios (economic, political, scientific, entertainment, social, emotional, medical) where technology, society, and culture have had radical and significant changes and anthropology can and is being utilized to understand and analyze such changes. The challenge here is to keep up with the pace of the continuous transformations where technology and information has drawn a thin line; making it difficult to describe and analyze where technology ends and where information begins. Addressing these social, technical, cultural and technological knowledge from an anthropological methodological, theoretical and conceptual point of view can only enrich the understating of the affordances and hindrances of digital-media technology in society and culture. We strongly believe that this paper can contribute in this understating thus aligning both in a critical-analytical and empirical way.

*Cultural Studies*



14:05-15:45

**PARALLEL SESSIONS**

**Room 2 -  
Sala  
Isóptica C**

**Cultural Considerations**

**Migrant Farm Work, Structural Vulnerability and Health in California and Baja California**

Dr. Christine von Glascoe, El Colegio de la Frontera Norte

Dr. Lourdes Camarena-Ojinaga, Universidad Autónoma de Baja California

Dr. Evarista Arellano-García, PTC, Facultad de Ciencias, Universidad Autónoma de Baja California, Ensenada, Baja California, Mexico

Concepción Martínez-Valdés, Universidad Autónoma de Baja California

The occupational sub-group of female indigenous migrant industrial farmworkers in Baja California and California is confronted with a number of social difficulties such as language barriers, inadequate health care, and reduced workers' rights, constraints which make it difficult for them to experience a quality of life that may otherwise be available to them. Qualitative research methods, including individual and group interviews, were used to assess working conditions, health and health care among groups of women in San Quintín, Baja California and Oxnard, California. Female workers in both places describe arduous work days that often involve pesticide exposure, unhygienic working conditions, and a lack of basic workers' rights. Physical complaints include musculoskeletal problems, sunstroke, and skin problems. Access to care, communication with healthcare personnel and general quality of care, are problematic for both groups of workers. Results are interpreted in terms of the patterned social positionality that contributes to structural vulnerability in the industrial farm setting of each country, and that results in abusive labor practices, chronic health conditions, and poor continuity of health care.

*Cultural Studies*

**Cross-border Inequalities Among Mixtec Migrant Female Farmworkers in Both Californias**

Dr. Evarista Arellano-García, PTC, Facultad de Ciencias, Universidad Autónoma de Baja California, Ensenada, Baja California, Mexico

Concepción Martínez-Valdés, Universidad Autónoma de Baja California

Dr. Lourdes Camarena-Ojinaga, Universidad Autónoma de Baja California

Dr. Christine von Glascoe, El Colegio de la Frontera Norte

In the context of globalized market economies increased migration of Mexican indigenous workers to northern Mexico and to the United States together with the feminization of the agricultural labor force have contributed to deepen inequalities that exclude indigenous populations from social benefits, which result in disadvantages marked by social class, gender and ethnic differences, as well as national and international policies. This study discusses the point of view of migrant female indigenous farmworkers on both sides of the border regarding social inequalities. The study took place in two agricultural regions, in Oxnard, California and in the valley of San Quintín in Baja California, where members of the same mixtec families work in the fields on both sides of the border. The objective is to understand from a comparative perspective these women's perceptions of how their migratory experience and work situation affect their lives and general well-being. Qualitative methods were used, including non-participant observation, participative workshops and individual and group interviews. The study concludes by arguing that a transnational comparative perspective can contribute to deepen our understanding of the multi-factorial and relational dimensions of marginalization and social exclusion of indigenous populations.

*Social and Community Studies*

**Racism in the Education of the Original Native Ethnic Groups Yoreme Mayo and Apaches**

Elvira Martínez Salomón, Profesor Investigador, Universidad Autónoma Intercultural de Sinaloa, Los Mochis, Sinaloa, Mexico

Ernesto Guerra García, Investigador, Universidad Autónoma Intercultural de Sinaloa, Mexico

Lizbeth Félix Miranda, Investigadora, Universidad Autónoma Intercultural de Sinaloa, Mexico

Víctor Manuel Hernández Fierro, Investigador, Universidad Autónoma Intercultural de Sinaloa, Mexico

The research reveals how racism is present in the lives of the original natives of the Yoreme-Mayo and Apache ethnic groups. One of the main representations of racism is the color of the skin, in this case it is given by belonging to an ethnic group, its customs, its traditions, beliefs, language, culture, among others. The study focuses on the education of ethnic groups. The research is carried out in the North of Sinaloa, Mexico and in Silver City, New Mexico, U.S.A., applying to two educational institutions respectively: Autonomous Intercultural University of Sinaloa and Western New Mexico University, where some ethnic groups attend to educate themselves professionally. The objective of the case study is to show how racism manifests itself in the students belonging to the Yoreme Mayo and Apache ethnic groups in higher education institutions. The study applies the methodology of a qualitative research approach, secondary sources are used with a general frame of reference that applies the constructivism and interpretivism. The testimonies of the students of both institutions are collected. They demonstrate that racism is presents towards the original natives of the ethnic groups.

*Social and Community Studies*

**Autumn Leaving: The Jazz Guitar Community in Winter**

Peter Laurence, Master's Degree Candidate, Library and Information Science, San José State University, Camarillo, United States

The jazz guitar community is almost an illusion. While vibrant discourse online suggests life, trying to play in real life suggests otherwise. Finding other jazz musicians is difficult, other jazz guitarists more so. This paper examines how the first globally popular genre became a little-known curiosity. It starts with the short career of Eddie Lang, the founder of jazz guitar in the 1920s. He connected an ascendant but racially divided community, which peaked demographically in 1940. From there, it looks at guitarist Danny Cedrone and saxophonist Charlie Parker from 1946 until 1955. Their contrasting responses to a situation of ascending artistry during a demographic decline are examined. Bassist Charles Mingus and his political activism illustrate the peak artistic year of 1959. Duke Ellington's career arcs over most of the story, from the period of Eddie Lang, his post-war faltering, the stunning comeback at Newport in 1956 and what he thought was a peak at the time of his death in 1974. Finally, the paper looks beyond scholarly sources and music to explain what has happened since. The trade press wrings its hands incessantly about the current situation for musical instruments. Linguistics shows what is happening to jazz in terms of bottom to top language death. The revival of klezmer music, notwithstanding its moral imperative that jazz would lack, shows how jazz might become popular again. The current scene in New Orleans also shows some possibilities.

*Social and Community Studies*



14:05-15:45	<b>PARALLEL SESSIONS</b>
<b>Room 3 - Sala Isóptica D</b>	<p><b>Politically Speaking</b></p> <p><b>Anti-political Correctness Gone Mad: A Foucauldian Analysis of a Hegemonic Discourse</b>            Prof. Andrew Pilkington, University of Northampton            At an earlier Interdisciplinary social sciences conference in Grenada, I deconstructed the concept of political correctness and mapped out an explanation for its emergence and increasing use by the media as an interpretive framework. A decade later, populist politicians such as Trump in the US and Farage (a key advocate of Brexit) in the UK routinely draw upon a discourse featuring political correctness as a bete noire. I adopt a Foucauldian analysis to argue in this paper that such an anti-political correctness discourse has become hegemonic. This paper critically examines the arguments mounted by critics of political correctness and argues that they are not only flawed but that they constitute an ideology which delegitimises an agenda concerned to promote equality and diversity.  <i>2019 Special Focus - Global flows, diversified realities</i></p> <p><b>Why Did Sweden Become the First Immigration-friendly Society Among the Nordic Countries?</b>            Kristian Keto, PhD Candidate , Independent Scholar , Riihimäki , Finland            Why did Sweden become the first immigration-friendly society among the Nordic Countries? It is evident that even in quite homogenous Nordic countries global flows yield different social changes. Universalist tendencies apart this also means that Nordic societies will be more diversified. Despite a common culture, the History of Scandinavia is history of continual wars. Sweden took the leading position in Northern Europe after 1658. Old Danish territories in the north then became Swedish. Denmark then shrunk more in the 19th century, when its southern parts were ceded to Germany. Sweden's strong position entirely ended in 1809, when its eastern parts (Finland) were ceded to Russia. Rivalry between Russia and Germany now had started in the Baltic area. While Finland (until 1809 part of Sweden) and Norway (from late middle ages part of Denmark, and union with Sweden 1814-1905) became states build on Hegelian principles and philosophy, in Sweden state philosophy was more Kantian. Hegelian philosophy also had a strong stand in Denmark, where the prevalence of ideas of revanche were more common than in Sweden. How did the Swedish parliament during the late nineteenth century see Sweden's role in the future, and its own cultural institutions? How did those views differ from views among parliament members in other Nordic countries? This paper deals with some of the central views shared by parliament members, concerning institutions like Church, Military, and School. By tracing lines through the history to our own times we can understand attitudes towards the questions of migration.  <i>2019 Special Focus - Global flows, diversified realities</i></p> <p><b>What Are the Differences in the Impact of Religious and Moral Identity Priming on the Evaluation of Religious Ingroup and Outgroup Job Applicants?</b>            Amanda ElBassiouny, Assistant Professor of Psychology, Psychology, California Lutheran University, Thousand Oaks, CA, United States            Lloyd Ren Sloan, Professor of Psychology, Howard University, United States            Religious and moral identities have been confounded as being the same, such that one cannot be moral without being religious and vice-versa. Based on evidence from atheists and agnostics, living a moral life doesn't require belief in religion since their morals are based on secular principles. This study investigated the distinctions between the individual/social dimensions of religious/moral identities and their consequences on the evaluation of religious ingroup/outgroup targets. Sixty-eight female Christian undergraduates' individual/social identity and religious/moral identity were manipulated by viewing word primes. Participants examined a religious ingroup/outgroup target's job application and evaluated likeability. The 2 (individual/social dimension) x 2 (moral/religious identity) x 2 (religious ingroup/outgroup) ANOVA revealed a main effect of moral/religious identity, which was moderated by the target's perceived attitude towards Christians, <math>b = .40, t(64) = 2.62, p &lt; .05</math>. When primed with religious identity, participants rated the target, regardless of group membership, as significantly less likeable, especially when they perceived that the target held negative views of Christians (which was the religious affiliation of all the participants). Those with a moral identity salient rated ingroup and outgroup members as more likeable, regardless of the views they held of Christians. The overall evaluation of the target is conditional in the religious identity condition, depending on the target's perceived attitude towards Christians, while it is unconditional in the moral identity condition. This is consistent with theories that moral awareness widens acceptance of others, while increasing religious outgroup awareness increases perceived distance and rejection, particularly when hostility is anticipated.  <i>Social and Community Studies</i></p>
15:45-16:00	<b>Coffee Break/Pausa para el café</b>
16:00-17:15	<b>PARALLEL SESSIONS</b>

16:00-17:15	<b>PARALLEL SESSIONS</b>
<p><b>Room 1 - Sala Isóptica A</b></p>	<p><b>Teaching and Learning</b></p> <p><b>Teacher's Sharing of Power for Responsible Students</b>  Melanie Dumouchel, Professor, Département de didactique, Université du Québec à Montréal, Montréal, Canada  Dr. Anderson Araújo-Oliveira, Université du Québec à Montréal  Karine Rondeau, Professor, Université du Québec à Montréal, Canada</p> <p>The exercise of power is a prerequisite for the student's empowerment (Lanaris 2014). The teacher must share his or her power at both the school and social levels if the student is to be responsible for his or her learning (Dumouchel, 2017). The process of empowerment in class management requires a coherent dynamic that is articulated around, the class management accountability (social dimension) and the curriculum didactics devolution (school dimension). The school dimension has been explored through the didactics of mathematics in a doctoral research (Dumouchel, 2017) that highlighted the difficulty for teachers to establish this link at both the theoretical and practical levels. The teacher is open to allowing more power to the student in mathematics; however, he remains focused on obedience, submission for classroom management. The teacher's internal coherence between these didactic choices and these choices in the conduct of the class seems to lead him or her towards the optimization of his teaching practice (Butlen, Charles-Pezard and Masselot, 2011). Does considering this link through another discipline be more facilitative for the teacher? The general objective of the field of the social studies is to bring the student to "build his or her social conscience to act as a responsible and enlightened citizen" (MÉQ, 2001). Can the student act as a responsible citizen outside an empowering class? The present paper proposes to weave the theoretical link between the study of social realities and the conduct of the class in order to explore the possible practice for the teacher.</p> <p><i>Educational Studies</i></p> <p><b>Humanising Teaching to Make a Difference: From Page to Stage</b>  Logamurthie Athiemoolam, Nelson Mandela University, South Africa</p> <p>The paper outlines of how a journal article, based on an educator's experiences of social injustice within a secondary school in the US, was used as a stimulus for the creation of a piece of theatre within the context of a university classroom in South Africa. The article entitled 'And the Band played on? Social Justice and the Middle School Arts Program' by Carol Karpinski was presented to a group of fifty third year education students, registered for an education module in a South African university, for analysis under the theme of social justice. The students were divided into groups to analyse the article in terms of social justice issues and pedagogy. This led them to critically engage with their own notions of the humanising pedagogy as espoused by Freire. Flowing from this discussion it was suggested that students present improvised plays to demonstrate their perceptions of the humanising pedagogy. The paper focuses on one of the group's plays, entitled 'Humanising Teaching to Make a Difference', analyses the crux of the play and explains how the play was adapted into a piece of theatre and showcased to a wider audience of learners. The paper argues that drama and theatre-in-education could be used effectively to embrace new ways of knowing and learning so that academic articles and texts may be used in conjunction with students' lived experiences to embody learning and deepen understanding of issues such as the humanising pedagogy.</p> <p><i>Educational Studies</i></p> <p><b>"Ethnic" Families and Teacher Ideology</b>  Dr. Mariana Alvayero Ricklefs, National Louis University, Chicago, United States</p> <p>Best pedagogical practices are unsuccessful in the hands of teachers whose ideologies are left unchecked (Bartolomé, 2010). Hence, this research study has two objectives: 1) to explore what are teachers' ideologies of literacy regarding English Learners (ELs), and 2) to examine how global and local factors influence these ideologies. The framework of the study is informed by critical theory (Freire, 1970; McLaren, 2016; Pennycook, 2010), and ideological linguistic racialization (Darder, 2011; Urciuoli, 2013). The research design is a comparative qualitative case study of two K-5 public schools with large percentages of ELs. Data comes from a larger ethnographic research project, but this study is an original submission; neither presented nor published before. The current study's data included weekly video-recorded classroom observations conducted during one school year, semi-structured interviews of ten focal teachers, English curriculum, school district and state documents. Data analysis consisted of open coding (sorting of patterns of teachers' ideology) and analytic coding (thorough breakdown of recurring themes of ideologies). Data findings showed that teachers' ideologies related to viewing language proficiency as transitional monolingualism, literacy as a family trait, and school performance as behavior-knowledge dichotomy. Thus, this study also directly aligns with the ISS conference theme since "social groups (e.g., mainstream teachers; EL children and families) are not immune to prevailing Universalist tendencies." Such tendencies are strong in the U.S. (and in other countries dealing with "ethnic" immigrants) with its current political climate and anti-diversity sentiment. Finally, implications for teacher preparation and training and for future research are considered.</p> <p><i>Educational Studies</i></p>

16:00-17:15	<b>PARALLEL SESSIONS</b>
<p><b>Room 3 - Sala Isóptica D</b></p>	<p><b>Reaching Higher</b></p> <p><b>A Mixed Online-Study Abroad Model that Develops Students' Global Identity</b>            Dr. Meg Milligan, Troy University            Fall semester online student enrollment exceeded 6 million in 2015 (Allen &amp; Seaman, 2017). In 2013, 66% of chief academic officers at 2,800 colleges and universities reiterated the critical importance of online offerings to their institutions' long-term success (Allen &amp; Seaman, 2014). In addition, there is growing pressure in U. S. higher education to include study abroad programs (Rhodes, Loberg, &amp; Hubbard, 2014), and to stress intercultural competence and global thinking (Karlberg, 2008). However, while the American Council on Education found that 50% of high school seniors expressed interest in study abroad (ACE, 2008), only 2% participated as postsecondary students (IIE, 2012). Clearly, there is a need for innovative program designs. The purpose of our mixed design course for undergraduate and graduate students is to expand their global and cross-cultural awareness through experiential learning outside of the U. S. while enrolling in an online Global Identity course that furnishes a more traditional pedagogical component. This design includes an 8-week online course with a 10-day study abroad component (led by the online co-instructors) at each end. The pilot launched in 2018, and focused on Costa Rica and Uganda. All involved deemed it successful, and it will run in 2019 with modifications for different destinations. This study includes a detailed description of our advance planning, course design and objectives, program development from concept to fruition, timeline, faculty involvement, administrative support, bumps along the way, and outcome assessment. Our goal is to share our work and foster discussion with other conference participants.  <i>Global Studies</i></p> <p><b>Lights! Camera! Accion! Intercultural Films Created by STEM Students</b>            Joseph Williams, Assistant Professor, Liberal Arts, Louisiana Tech University, Ruston, United States            Texas A&amp;M University at Qatar (TAMUQ) is comprised of four engineering programs, namely Chemical, Electrical, Mechanical, and Petroleum. The engineering students who opted to take Intercultural Communication (ICC) as a course elective during Summer Semester 2018 embarked on a journey that involved the analysis of intercultural miscommunication. Through the study of various student-created films, this ethnically diverse group of ICC students questioned and addressed their own communication strategies as they sought to improve intercollegiate communication in and out of the workplace. This paper shares findings based on ICC student feedback that reassert the importance of intercultural communication in a globalized world.  <i>Communication</i></p> <p><b>Improving Curriculum Development in Conflict Resolution Programs to Foster International Scholarship of Engagement</b>            Elena Bastidas, Associate Professor, Conflict Resolution Studies, Nova Southeastern University, Fort Lauderdale, United States            April Coan, Nova Southeastern University            Jennifer Lawer, Ph.D Candidate, Nova Southeastern University, United States            The content of this study focuses on curriculum development in the area of Conflict Resolution (CR), with the goal of enhancing the International Scholarship of Engagement (ISOE) by introducing a field immersion component to online courses. The global courses are hybrid courses that in addition to the six-week online session, it includes an international field immersion component that takes place in a context where the institutional setting for these courses was developed under a partnering relationship among the university offering the course, and local organizations, academic institutions, government officials in the host country. In all cases, students traveled to the field/conflict settings for fifteen days, where they engaged in a variety of activities with local farmers, community groups, local organizations, and policy-makers. These courses combined experiential learning and scholarship of engagement within the context of CR. The course activities before, during, and after the courses were selected in order to facilitate transformational learning. This paper is based on the results of a qualitative research conducted with twenty students and alumni that participated in one or more global courses, with the objective of learning about the effectiveness of the courses from the participants' perspectives. The global courses took place in the summers of 2011 in Suriname, 2010, 2012, 2015, and 2017 in Ecuador. The session will analyze ISOE implications of designing curriculum that embraces experiential learning and scholarship of engagement for CR.  <i>Educational Studies</i></p>
17:15-18:15	<b>Conference Welcome Reception/Cóctel de bienvenida</b>
	<p><b>Common Ground Research Networks, the Universidad Autónoma Metropolitana, and the Interdisciplinary Social Sciences Conference will be hosting a welcome reception at the Universidad Autónoma Metropolitana, just after the last session of the first day. All delegates are welcome to attend and enjoy complimentary light refreshments. This is an excellent opportunity to connect with and get to know your fellow international delegates.</b></p> <p><b>Common Ground Research Networks y el Congreso de Ciencias Sociales Interdisciplinarias llevarán a cabo una recepción de bienvenida en la sede del Congreso (Universidad Autónoma Metropolitana) tras finalizar la última sesión del primer día. Se invita a todos los ponentes a asistir y disfrutar de bebidas, sin coste adicional alguno. Esta es una excelente oportunidad de conocer a otros participantes del Congreso y establecer nuevos contactos.</b></p>



<b>Thursday, 11 July</b>	
08:30-09:00	<b>Conference Registration Desk Open/Mesa de inscripción abierta</b>
09:00-09:15	<b>Daily Update - Dr. Rae-Anne Montague, Common Ground Research Networks, Champaign, United States; Dr. Gerardo Tunal Santiago, Universidad Autónoma Metropolitana - Xochimilco, México, Presidente del Congreso</b>
09:15-09:45	<b>Plenary Session/Sesión plenaria (en inglés) - Colín J. Sampson, University of Essex, United Kingdom</b>
	<b>Colonialism and Non-University Human Rights: The Ongoing Hypocrisies of Western Liberalism</b>
09:45-10:15	<b>Garden Conversation/Charlas de jardín (en inglés)</b>
	<p>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.</p> <p>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.</p>
10:15-11:00	<b>Talking Circles/Mesas redondas (en inglés)</b>
	<p>A second Talking Circle is held on the second day for the original group to reconvene and discuss changes in their perspectives and understandings as a result of the conference experience. 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 network.</p> <p>Room 1 (Sala Isóptica A): Social and Community Studies / Organizational Studies  Room 2 (Sala Isóptica C): Civic and Political Studies / Global Studies  Room 3 (Sala Isóptica D): Cultural Studies / Environmental Studies  Room 4 (Sala Isóptica B): Educational Studies  Room 5 (Sala Xochicalli): 2019 Special Focus - Global Flows, Diversified Realities</p>
11:00-12:15	<b>PARALLEL SESSIONS</b>



11:00-12:15	<b>PARALLEL SESSIONS</b>
<b>Room 1 - Sala Isóptica A</b>	<p><b>Worldly Ways</b></p> <p><b>Empowering the 99% - One Employee Stock Ownership Plan At A Time: A Three-Phase Mixed Methods Study of Acquisitions by Employee Owned Organizations</b>            Suzanne Cromlish, Assistant Professor of Management, Graham School of Management Dept. of Management &amp; Marketing, Saint Xavier University</p> <p>The goal is to successfully increase the number of employee ownership participants and create a positive impact upon our current economic situation of wealth inequality. First, I interviewed thirty Employee Stock Ownership Plan (ESOP) executives with acquisition experience completing 442 acquisitions with 12 unsuccessful. Phase Two Quantitative: Surveyed 3700 members from the three US ESOP associations with 86 respondents totaling 467 acquisitions - 465 fulfilled expectations and 442 were successful. Phase Three Qualitative: Interviewed 25 consultants with acquisition experience. The nine non-ESOP consultants completed 525 acquisitions with 74% meeting expectations &amp; 23% exceeding expectations. The sixteen ESOP consultants completed 268 acquisitions with 91% meeting expectations and 43% exceeding expectations. Qualitative studies utilized NVivo coding software and quantitative study utilized Qualtrics &amp; SMART PLS were included. Organizational behaviors of shared visions, ethical values, long term orientation, altruistic behavior, strategic planning, and organizational empowerment influenced these success rates. Prior to acquisitions, ESOP executives meticulously select target companies with matching cultures. Employment was offered to 90-95% of the new employees and 90-100% joined the employee ownership plan. Open book management, open door communication, and extraordinary cultural integration practices were implemented, which personally and financially empowers employees. The Dealogic Research Institute (2016) reported the value of withdrawn and rejected mergers and acquisitions offers were at the highest level since 2007 and the US was at the top of the list for withdrawn deals. In addition, failed deals set new records as 47% of mergers and acquisitions failed or appeared to not be worth the deal.</p> <p><i>Organizational Studies</i></p> <p><b>Changes in Work Values and Job Satisfaction over the Course of Time: The Effect of Social and Economic Transitions</b>            Prof. Moshe Sharabi, Associate Professor, Head of Department of MA Studies in Organizational Development and Consulting, Yezreel Valley Academic College, Israel            Galit Yanay Ventura, Lecturer, Yezreel Valley Academic College, Israel            Brian Polin, Senior lecturer, Jerusalem College of Technology, Israel</p> <p>This cross-sectional study explores how the combination of economic and social changes are reflected by employees' job satisfaction and other work values. We examine the impact of these changes, particularly the transition from a collectivistic to an individualistic society, on the Meaning of Work (MOW) in Israel. A questionnaire probing the MOW domains (economic orientation, intrinsic orientation, interpersonal relations, entitlement and obligation norms, and job satisfaction) was conducted on a representative sample of the Israeli labor force in 1981 (n=973) and 2006 (n=898). A comparison between the results of the 1981 and 2006 surveys shows a significant increase in economic and intrinsic orientation, and a significant decrease in interpersonal relations orientation, job satisfaction and obligation and entitlement norms. Work centrality remained stable. The demographic factors, especially education, have some impact on the MOW domains. The transformation of work values reflect the changes in employees' expectations and needs. Therefore, organizations are compelled to find new material and non-material reward systems and methods to maintain employee commitment, motivation and satisfaction. Varied implications for organizations and management are discussed.</p> <p><i>Organizational Studies</i></p>



11:00-12:15

**PARALLEL SESSIONS**

**Room 2 -  
Sala  
Isóptica C**

**Educational Links**

**Global Education: A Rhizomatic Journey**

Dana Cole, Professor, Social Sciences, Harold Washington College, Chicago , United States

This paper is an extension of my doctoral work, which explores Western ideological dominance by addressing epistemological authority as well as methodological dogma in education through a multi-layered text that is both written in academicese as well as narrative autobiography and incorporates art, music, web links and poetry to question and comment on Western ideas about knowing and being (Cole, 2018). My work is both an investigation of the International students global perspectives as well as a questioning of Western domination. In this sense this work enters the postcolonial conversation that is echoed in many fields from education (Au, 2009) to history and philosophy (Quijano, 2000; Venn, 2006; Denzin, Lincoln & Smith, 2008) to film studies (Bà & Higbee, 2012) to trauma studies (Andermahr, 2015). I will interrogate representation (Stam & Spence, 1983; Hall, 1997) using ideas from postcolonial theory (Spivak & Harasym, 2014; Venn, 2006) by deconstructing and questioning the relationship between me, the documentarian/author, and those I am interviewing. As a professor of social sciences, I have developed a relationship with many students who have immigrated from non-Western countries. Through interview footage with students, the content of the film will address the experience of non-Western immigrant students by hearing their voices and examining their art, literature and linguistic projects. Through creative editing, layering of sound and disruptions of time the structure and form of the film will address questions of Western ideological and methodological domination.

*Educational Studies*

**ArtsTogether Inclusive Curriculum: Promoting Integration within European Migrant Communities**

Ms. June Bianchi, Senior Lecturer, Institute for Education, Bath Spa University

Research data indicates that migrant children face complex intersectional challenges, including language acquisition, low socio-economic status, psychological trauma, low educational expectations from parents and teachers, and insufficient family and community support (Population Europe, 2014). Integration into the social and cultural fabric of society is crucial for individuals' wellbeing, social cohesion, and economic growth, creating a mutually beneficial collaborative space to overcome linguistic and cultural barriers. Article 27 of the United Nation's Universal Declaration of Human Rights (1948) cites participation in cultural, social, and scientific community life as an entitlement for all inhabitants. UK-based research findings, advocate arts engagement as a means of fostering community cohesion between host communities and refugees, impacting on levels of education, health, and wellbeing (APPG 2017). The two-year project ArtsTogether, funded by the European Commission's Asylum Migration and Integration Fund, is developing an inclusive arts-based curriculum which respects diversity, fosters mutual understanding, and improves the educational performance of migrant students. ArtsTogether's partnership of five European countries, promotes societal integration through innovative, expressive arts education, challenging discrimination, and increasing third country nationals' participation in educational, cultural, and social engagement. ArtsTogether's inclusive Curriculum, created by Bath Spa University, disseminates expressive arts educational materials, resources, and strategies, supporting individual and social integration. The Curriculum is being trialled within migrant centres and camps, schools, nurseries, and community settings in Sicily and Greece. Following evaluation of the pilot tests during 2019, the Curriculum will be made available across Europe, supporting inclusive practice and initiating policy recommendations at all educational levels.

*Educational Studies*

**Youth, Employment, and Social Cohesion: A Case Study in Spain**

Íñigo González Fuente, Profesor de Sociología, Departamento de Educación, Universidad de Cantabria, Santander, Spain

The main objective of this paper is to assess the working conditions that are being offered to the youth in Spain. With the intent of linking employment and social cohesion, some of the processes via which youths enter the labor market have been described and interpreted. Specifically, the author focuses on the biographies of youths who manage to make work compatible with their studies. This research was developed in region of Cantabria in two stages, both of which followed a methodology of Anthropology and Social Sciences that combines longitudinal study from 2013-2018, fieldwork techniques, and the generation of ethnographic information. The author concludes that it is rather impossible to establish a connection between social cohesion and quality employment taking into consideration that none of the youths interviewed had ever had quality jobs. As such, what makes some young workers continue to study depends significantly on the possession of a range of sources of social capital and of a diversity—and also quantity—of resources.

*Educational Studies*



11:00-12:15	<b>PARALLEL SESSIONS</b>
<b>Room 3 - Sala Isóptica D</b>	<p><b>News and Views</b></p> <p><b>El Rapero Implicado: Rap, Hip Hop, and Criminalizing Medias of Mexico</b>          Ruben Campos, Graduate Assistant, Department of Anthropology, University of Hawai'i at Mānoa, Honolulu, United States          On March 20th 2018, outside Guadalajara, México, Christian Omar Palma Gutiérrez disposed of three bodies for the Jalisco New Generation Cartel. Unbeknownst to him, the corpses he dissolved in barrels of acid were those of three film students, unrelated to the drug economy. Aside from his work for the cartel, Omar was a hardworking and successful musician and rapper, known to hundreds of thousands of fans as QBA. On May 24th, 2018, soon after the authorities apprehended Omar, and he confessed, major Mexican and international news media linked Omar's two careers, and reproduced a common stereotype, which defines rap musicians by way of criminality. This study investigates the relationships between news media, narcoterrorism and Hip Hop, the culture associated with rap music. Through ethnographic interviews with artists and government functionaries in the nation's capital, I aim to understand what consequences the media's representation of QBA as a narco-rapper might have on individual artists in their daily life, and on government-sponsored cultural programs. I frame this study as an anthropology of media, and seek to understand how the news functions as a conflict discourse within the negotiation of social identity and cultural politics. As such, I recount less of what occurred in Tonalá, and more about the how mediated narratives have constituted a wider Drug War Zone spanning from Guadalajara to Ciudad México and to the United States. This paper, contributes to discussions of the relationship between musical cultures, global capitalism, governance, and resistance.  <i>2019 Special Focus - Global flows, diversified realities</i></p> <p><b>Media Representations of Black Women in Prime-time: Media Effects, Social Identity, and Social Reality</b>          Susan Eddington, Fielding Graduate University          Most research considers race to typically refer to Black men and gender to typically refer to White women. Black women live with an intersectionality where race and gender mutually construct each other. This study used social identity theory as a framework to interpret how negative media representations can affect or reinforce racist attitudes and social oppression of Black females. Media representations that perpetuate negative stereotypes of Black women, being rooted in the argument for White supremacy, reinforce the appropriateness of the oppression that sustains White supremacy, stifling the well-being of Black women, their families and community. This study used a purposive sample of the three most highly watched television series with Black female leading characters to investigate the quality of current portrayals of Black women on prime-time television. Because the three programs selected were popular with the general market audience, social learning theory and cultivation theory suggested the character portrayals could affect how Black women are perceived by social others who do not have sufficient first-hand experience in social settings with Black females to develop an informed opinion. An analysis of findings explored how, through cognitive processing, media representations can affect attitudes and behavior that perpetuate negative stereotypes, diminishing opportunities and the well-being of Black women and girls.  <i>Cultural Studies</i></p> <p><b>New Immigrants' Feedback on Taiwan's TV News Programs: An Analysis from the Perspective of Ethnic Media Functions</b>          Pei Tsai, Associate Professor, Department of Radio, Television and Film, Shih Hsin University in Taiwan, Taipei City, Taiwan          The "CTS New Immigrants News" is the first mainstream TV news program in Taiwan aimed at new immigrants viewers and broadcasts in their languages. The study started from examining the attitudes held by Taiwanese society or family members towards new immigrants and whether new immigrants use their mother tongues in Taiwan and explored how "CTS New Immigrants News" can be improved by adjusting their content in order to better meet the needs of new immigrants from the perspective of ethnic media functions. Suggestions on how to improve new immigrants TV news are provided in the study. Four focus group discussions were conducted with new immigrants in Taiwan between January and June 2018. A total of 19 new immigrants from Southeast Asian and China participated in the discussions. As an ethnic media, there is still a lot of room for improvement for "CTS New Immigrants News" in terms of ethnic media functions, especially in the following areas that new immigrants need the most: providing living information of Taiwan, helping immigrants adapt to the mainstream society, promoting mutual understanding and interactions between Taiwanese society and new immigrants, and promoting the desire of second generation immigrants to visit their home countries. New immigrants news programs have not covered enough of recent developments in Southeast Asia and non-metropolitan areas in China. They do not contribute in effectively eliminating negative stereotypes of new immigrants from these areas, nor do they promote the desire of second generation immigrants to visit their home countries.  <i>Communication</i></p>



**Thursday, 11 July**

11:00-12:15	<b>PARALLEL SESSIONS</b>
<b>Room 4 - Sala Isóptica B</b>	<p><b>Personal Connections</b></p> <p><b>Muslims and the Environment in a Post-Prophetic Era</b>            Dr. Nawal Ammar, Dean of the College of Humanities and Social Sciences, Rowan University, Clarksboro, NJ, United States            This study describes the dilemma Muslims are encountering in their devotional duties towards using and preserving the environment within the Post-Prophetic era. The paper is divided into three sections. The first section examines the theological context of this Post-Prophetic Era, its relationship to the Revelation (the Qur'an) and devotional duty towards the environment. The second section explores how within the theological context Muslims have fared in their devotional duties towards being custodians and users of the environment. The final section proposes a solution to the existing dilemmas Muslims are facing vis-à-vis our contemporary environmental crisis. The presentation is based on readings of the original sources of Islam: The Qur'an, Hadith and fiqh. It is also based on the analysis and synthesis of reviews of scholarly writings, data on environmental indicators from local, national and international agencies. Multiple methodologies are used to include all these sources including narrative analysis, and futurist methodologies of reviewing domains and creating scenarios.  <i>Cultural Studies</i></p> <p><b>Disidentification, Migration, and Postcolonialism : Auto Ethnographic Reflections on Survival</b>            Dr. Baiju Vareed, Robbins Health Learning Center, Edmonton, Alberta, Canada            Being an immigrant from South India to North America is not only just a physical shift, but an incessant voyage to identifying and disidentifying with oneself. I am no more (East) Indian in the new place, neither have become (fully) Canadian, as perceived by people in Canada. There is a bridge of colonialism - ceased but existing; dilapidated, but strong – that connect the Indian in me with Canada - well not so exactly with Canada, but with Aboriginals in Canada. I identify myself with Indigenous Canadians through this post-colonial connection. The survival of an immigrant in Canada is slowly constructed through colonial disdains manifested in many ways. This paper shares autoethnographic reflections on survival in Canada as an immigrant, post-colonial connections, and withering identity.  <i>2019 Special Focus - Global flows, diversified realities</i></p>
12:15-13:05	<b>Lunch/Almuerzo</b>
	<p><b>During lunch (included in the registration of the Congress) taking place in the garden, we invite you to visit the cultural proposal of handmade jewelry based on pre-Hispanic designs. Daniel Cortés López, recognized as one of the 200 great masters of Popular Art in Jalisco.</b></p> <p><b>Durante el almuerzo (incluido en la inscripción del Congreso) que tendrá lugar en jardín les invitamos a visitar la propuesta cultural de joyería artesanal basada en diseños prehispánicos. La exposición se organiza por el grupo de artesanos liderados por el Maestro Daniel Cortés López, reconocido como uno de los 200 grandes maestros del Arte Popular en Jalisco.</b></p>
13:05-14:20	<b>PARALLEL SESSIONS</b>



13:05-14:20	<b>PARALLEL SESSIONS</b>
<b>Room 1 - Sala Isóptica A</b>	<p><b>Moving Forward</b></p> <p><b>Anti-racist Black Organizing and Coalition Building in Canada: Looking Back to Move Ahead</b>            Belen Samuel, Graduate Student, University of Alberta, Canada            Dip Kapoor, Professor, Educational Policy Studies, University of Alberta, Edmonton, Canada            Drawing on document and literature-based research and thirteen years of experience in anti-racist Black organizing in Canada as a woman of African descent, including recent work with a collective of African and Caribbean youth, this paper provides a brief sketch of the historical efforts of Black organizing and coalition building in Canada (Turtle Island). These insights will then be used to, both, analyze and inform contemporary mobilizations including that of social movements like Black Lives Matter (BLM) Canada and community organizing initiatives undertaken by voluntary organizations like the Africa Centre on Treaty 6 (Indigenous) territories in western Canada. The purpose of this graduate participatory research initiative is to contribute towards the research-based understanding and continued development of Black organizing and coalition building in Canada by addressing some of the following questions: (1) What can we learn from the history of specific (cases) of Black organizing initiatives in Canada (e.g. the Canadian experience with anti/slavery)? (2) What do contemporary cases of Black organizing and coalition building look like (e.g. Black Lives Matter)? What can we learn from these initiatives to strengthen the continued anti-racist political prospects of these struggles? (3) What are the ways in which we might need to re-think current organizing work? (4) What is the place of Indigenous sovereignty struggles in relation to Black organizing and vice versa? The research is theoretically and analytically informed by and contributes towards Black Feminist theory and the work of the Combahee River Collective (1979).  <i>Social and Community Studies</i></p> <p><b>The Challenges of South African Rural Communities Land Restitution Process: A Criminological and Legal Nexus in Traditional Leaders' Arsenal</b>            Dr. Maluleke Witness, Senior Lecturer , Criminology and Criminal Justice , University of Limpopo, Polokwane , South Africa            Smangele Shandu, Lecturer, Criminology and Forensic Studies, University of KwaZulu-Natal, Durban, South Africa            Post-apartheid administrations in South Africa are currently faced with readdressing the legacy of multifaceted poverty and social inequalities created by the apartheid politics. Restitution of Land Rights Amendment Act (No. 22 of 1994) was passed to offer a solution to people who had lost their land as a result of racially discriminatory practices such as forced removals. Between 2014 and 2016 conflicting matters emerged regarding the Land Restitution Amendment Act (No. 15 of 2014) in terms of prioritisation of finalisation and processing of land claims. On the contrary, unlimited challenges still affect settlements of land claims in South Africa, with the traditional leaders continuing with corrupt activities on this subject. This paper revisits the existing legislative frameworks and to enhance transparency on land claims processes as administered by traditional leaders through application of 'Criminological and Legal theories' (Differential Association Theory, Legal Justice Theory and Routine Activities Theory). Through the use of non-empirical research design - systematic review. This research found and recommends that outstanding backlogs of land claims are enormous and constraints in the government expenditure, persistence of landlessness and rural communities poverty and ambiguity of the land-reform policies were also observed by the researchers and it could not be established whether the selected Acts and criminological and legal theories play a significant role in determining rightful allocations of land effectively in South African rural communities, with the traditional leaders presently acting as colonial agents of land restitution process. This should be addressed urgently.  <i>Civic and Political Studies</i></p> <p><b>State, Globalization, and Indigenous Issues in the Chittagong Hill Tracts, Bangladesh</b>            Dr. Aditya Kumar Dewan, Concordia University            Three decades ago, I argued in my doctoral thesis (Class and Ethnicity in the Hills of Bangladesh, 1990) that ethnic conflicts in the Chittagong Hill Tracts (CHT) emerged as a consequences of British, Pakistani, and Bengali colonialism, modernization, and development projects undertaken by the international aid agencies. The conclusion of the thesis was that the Indigenous peoples (IP) of the CHT have very little chance to survive as societies, as human populations if the Bangladesh Government continues to follow the present patterns of violence directed against them. The government is not likely to modify its destructive and genocidal policies in the hills because of strong support it receives from donor countries and international aid agencies. It was also predicted that the IP's in the CHT, especially those who live in rural areas will be totally eliminated, and may literally be exterminated in massacres, and their lands will be taken over by the Bengali settlers. The native elites will be assimilated into Bengali society, culture, and religion. As a final result the whole IP population will disappear without any outside interference or protest. Based on contemporary scholarly research works on the CHT IPs, and my occasional fieldwork in the area, this paper explores whether those arguments and predictions made about thirty years ago are still valid and relevant.  <i>Global Studies</i></p>



13:05-14:20

**PARALLEL SESSIONS**

**Room 2 -  
Sala  
Isóptica C**

**Living Reflections**

**Nauvari - a Nine Yard Dream: A Study of the Popularity of the Traditional Saree, a Symbol of Cultural Identity of Maharashtra, India**

Sanjeevani Ayachit, Associate Professor, Symbiosis Institute of Design, Symbiosis International (Deemed University), Pune, India

Until a few decades ago, women from the Indian state of Maharashtra were wearing nine yard nauvari sarees from the time they were married at under ten years of age, until they died. Sometime in the twentieth century, the nauvari was replaced by the five yard pachvari saree followed by the salwar-kameez and finally by Western attire. Retention of indigenous dress came to be considered as uncivilized. However, in the last few years, there has been a spike in the use of nauvari sarees by women of all age groups. These sarees are being worn for weddings, festivals, and special occasions. This paper decodes the reasons behind the renewed interest in this ethnic dress. The sample has been chosen through purposive non-probability sampling and data collected through in depth interviews. The study uses an interpretative analytical approach to dissect the experiences of Maharashtra women while wearing their nauvaris and the meanings they associate with it.

*Cultural Studies*

**Lights Out on Main Street: Portrayals and Betrayals of the American Small Town**

Mr. Dillon Boss, Utah Valley University, Pleasant Grove, United States

Dotting the highways and back roads of the American panorama are the remains of what is commonly regarded as “small-town America.” These obscure communities, their main streets, and the people who populate them present an intriguing paradox in the pursuit of understanding the evolution of American culture in the twentieth century. Recently, small towns and their place in society have become increasingly relevant as scholars and citizens have sought to understand and preserve them in the new millennium. However, critical questions persist in the current discussion involving the American small town: To what degree has popular perception affected collective attitude toward small towns? Who constructed the small-town American ideal, and when juxtaposed with the less-than-ideal qualitative reality emerging in the 1960s, what can we learn from it? Exploring these bigger questions is the beginning of an important journey to uncover hidden meaning within small-town communities and broaden our understanding of the diverse and intricate American identity. While comparing examples of how small towns are portrayed using fine art and literature and contrasting them with observable evidence of the declining state of the small-town community, this paper offers a response to the broader idea of perception’s effect on the emotional construction of the bucolic Main Street and the simultaneous masking of the convoluted reality that is the small-town living experience. I argue that nostalgic romanticism for the small-town ideal has historically overshadowed the crumbling state of these communities, furthering our complex relationship with small towns in the twenty-first century.

*Social and Community Studies*

**Analysis of the Entangled Evolution Model for the Generation of Sustainability Indicators in Energy Projects**

Nydia Xcaret Valladares Arias, IER UNAM, Temixco, Mexico

Dr. Karla Cedano, Head, Secretary on Technological Management and Outreach, Universidad Nacional Autónoma de México, Temixco, Morelos, Mexico

Manuel Martínez, Universidad Nacional Autónoma de México

One of the most used ways to measure progress towards sustainable development is through indicators. That is why, over time, experts have worked on various methodologies and proposed indicators, in aspects that cover the axes of sustainability, that is, economic, environmental, institutional, and social. In this sense, this study shows the selection with entangled evolution algorithms the ideal set of sustainability indicators for energy projects, taking into account the relevant actors. The case study was established in the municipality of Tlaxco, located in the state of Tlaxcala, which has the appointment of Magic Town. The proposed applied methodology incorporates social innovation, starting with the formation of groups of relevant actors defined in society, businessmen, and members of the Municipal Council. A catalog of sustainability indicators was made, to which a footprint was assigned, which is a number to identify them, according to their relationship with the axes of sustainability. The algorithm of entangled evolution was used as an auxiliary tool in the identification of the best set of indicators, for which a survey was carried out to the relevant actors, with the objective of defining the specific scenario according to the perception of sustainability of each group. Finally, the results obtained by the algorithm, opinions of experts in the area, and previous knowledge of the environment, allowed the selection of suitable sustainability indicators for energy projects in the municipality of Tlaxco.

*Social and Community Studies*



13:05-14:20	<b>PARALLEL SESSIONS</b>
Room 3 - Sala Isóptica D	<p><b>Overcoming Obstacles</b></p> <p><b>Experiences of Survivors of Domestic Violence Using Followership as a Framework: A Qualitative Focus Group Study</b>            Dr. Wendy Edmonds, Lecturer, Behavioral Science and Human Services, Bowie State University, Bowie, United States            Domestic violence is color-blind and disregards economic status, race, and religion. An average of twenty people experience intimate partner physical violence every minute in the United States. This qualitative study is designed to explore the leader-follower relationship as it relates to women survivors of domestic violence. Semi-structured interviews were designed to stimulate discussion to better understand the perceptions and attitudes of followers in toxic relationships. Using followership as the theoretical framework and a focus group methodology, this research explores the lived experiences of women who have been victims of a systematic pattern of dominance and control. Discussions of this nature are useful in capturing diverse opinions as they share their interpretation of life's events. Interview transcripts are analyzed using Atlas.ti, a qualitative analysis software. This study illuminates follower perceptions and characteristics associated with follower tendencies in domestic violence relationships.  <i>Social and Community Studies</i></p> <p><b>Neurodivergence and the Gaslighting of Rape: A Call for an Improved Societal Response</b>            Susy Ridout, Independent Researcher, Author, and Mentor            Sexual assault is being given increased publicity this decade, but within this lies the unnerving questions as to: why victims fail to come forward at the time; the validity of accusations if it is one person's word against another (with the onus of proof being in the hands of the victim), and possibly of more concern is the societal response to sexual assault making it difficult to report an incident in the first place, process information or even ask for and respond to help being offered. This talk presents my personal experience as a neurodivergent woman and of societal failure to respond appropriately to my repeated reports of acquaintance rape. The impact of this has undoubtedly made my survival more challenging, and it has been a truly telling experience in terms of the practitioners who have failed, the friends who have stood by me, and those who have turned their back. Given the prevalence of sexual assault, and therefore survival rates, I argue that in listening to the voicing of sexual assault and supporting survivors as community members, we need to adopt an improved methodology for all aspects of the narrative: the process of telling, the image produced, the audience we present to, the efficacy of the response to unexpected details, and discourse throughout. In so doing, I will draw on some of the methodologies that I use in my own work.  <i>Social and Community Studies</i></p>



**Thursday, 11 July**

13:05-14:20	<b>PARALLEL SESSIONS</b>
<b>Room 4 - Sala Isóptica B</b>	<p><b>Health Matters</b></p> <p><b>Treating Moral Injury with Veterans: Case Studies Using Spiritual/Religions Tools with Cognitive Behavioral Therapy</b>  Yvonne Farley, University of Iowa  Current treatment for combat veterans could be enhanced by addressing the moral injury that may result from the combat experience. (Nash &amp; Litz, 2013; Ogden, et al, 2011, Southwick et al, 2006). Despite effective and evidence-based treatments, veterans continue to experience poor completion rates and suboptimal therapeutic effects. Spirituality, whether through religious or secular means, could be a part of adjunctive or supplemental treatment modalities to treat post-traumatic stress disorder (PTSD) and is particularly relevant to combat trauma (Smith-MacDonald, 2017). O'Brien (1990) talked about the betrayal experienced by soldiers when all socially acceptable behavior and standards are rejected in the process of 'making war'. It is this different set of rules that may contribute to moral injury and makes it so hard for veterans to accept what they have experienced and integrate into civilian life. In 2013, Nash and Litz, formally named moral injury as a significant area of wounding and a legitimate focus of recovery. To address moral injury, service member's spiritual and/or religious beliefs may benefit from being explored. Two case studies received exception by the IRB and are reviewed to exemplify how spiritual and religious personal beliefs of veterans were used with the Cognitive Behavioral Therapy (CBT) framework to help them resolve moral injury. The implications for practice are substantial and include recognizing resolution of moral injury as a primary focus for final resolution of PTSD and help veterans to resolve the moral injury using the veterans' own spiritual beliefs to reframe the meaning of war experiences.  <i>Social and Community Studies</i></p> <p><b>Strategies for Engendering Mutual Aid among Young People with Chronic Illness: A Study of Helping Professionals in Hong Kong</b>  Dr. Steven Sek-yum Ngai, Professor, Department of Social Work, The Chinese University of Hong Kong, Shatin, New Territories, Hong Kong  Among young people with chronic illness, mutual aid is likely to be of valuable assistance in their rehabilitation. The benefits of mutual aid stem from the possibility that it prolongs the effect of the contribution of human services, which generally cannot be provided for any great length of time due to their high cost. Given the potential benefits of mutual aid, it is imperative to clarify ways for helping professionals to maximize these benefits. The clarification is necessary to verify untested theories and suggestions about helping professionals' inputs to mutual aid. Moreover, research literature pertaining to mutual aid among young people is particularly lacking. Based on data from two focus groups involving helping professionals in Hong Kong, this study seeks to demonstrate the relevance of theoretically based group work strategies in the mutual aid and rehabilitation of young people with chronic illness. These strategies include identifying commonalities and setting priorities, encouraging reciprocal transactions and mutual assistance, balancing support with demand, optimizing inputs between helping professionals and members, and bridging members with relevant others in the community. Research and service implications of the findings for engendering efficient helping professionals' inputs contributive to the long-term development of young people are discussed.  <i>Social and Community Studies</i></p> <p><b>Undergraduate Student Food Insecurity, Coping, and Academic Performance</b>  Dr. Robert R. Weaver, -, -, Rowan University, Glassboro, New Jersey, United States  As university credentials become increasingly essential for achieving future economic stability the demand for higher education increases, adding to the cadre of students who struggle to afford the rising costs of universities. Consequently, food insecurity among undergraduate students has become a significant problem on university campuses. Moreover, several studies show its association with poor academic performance, although the mechanisms underlying the connection between food insecurity and academic performance remain under-specified. This paper describes the results of a qualitative study that asks how students cope with food insecurity, how they view its impact on academic performance, and how some manage to overcome the obstacles food insecurity poses. The research took place at a four-year (doctoral granting) public university in northeast USA. We interviewed twenty underperforming and twenty high-performing students who were food insecure. Semi-structured interviews ask about: their history of food insecurity, their prior academic experiences, the role of family and peer support, current living situation and academic engagement, obstacles to success, and future aspirations. Qualitative data was supplemented by data from a questionnaire that assesses social support, depression, anxiety, and stress, and household income. The analysis used NVivo12 software to identify themes associated with food insecurity, coping, and academic performance. The paper outlines the major themes that emerge from the analysis, identifying obstacles to academic performance, and factors that enable some students to overcome them.  <i>Educational Studies</i></p>
14:20-14:35	<b>Transition Break/Pausa</b>
14:35-15:20	<b>PARALLEL SESSIONS</b>



14:35-15:20

**PARALLEL SESSIONS**

**Room 1 -  
Sala  
Isóptica A**

**Focused Discussions**

**The Impact of Globalization on the Realm of Education: A New Reality**

Janelle Simmons, PhD, Liberty University

This discussion introduces the impact of globalization as a foundation for the impact of technology worldwide. Special attention is paid to the introduction of technology in the realm of business. It also examines the current and future impact on the realm of education. In addition, technological advances in regards to education, especially as it applies to online learning are explored. Furthermore, the presenter demonstrates in real time the difference that technology has made on the face of education. Finally, one last question will be asked. Where do we go from here?

*2019 Special Focus - Global flows, diversified realities*

**Nationalism, the Chicana/o Movement, and Mexican American Music in the Southwest**

Prof. Guadalupe San Miguel, University of Houston, Houston, Texas, United States

In the past several decades historians have investigated the complex origins, evolution, and legacy of the Chicana/o Movement in the U.S. None of them however have focused on the impact this movement had on Mexican American music in the Southwest. This review provides an overview of the Chicana/o Movement and its impact on Mexican American music in Texas and California during the 1960s and 1970s.

*Social and Community Studies*

**Improving Transition from Incarceration through Mentoring for Youth and Families: Transition from Juvenile Incarceration**

Corinne Datchi, Associate Professor, Seton Hall University, United States

Niki Weller, Associate Professor, Indiana University, United States

Theresa Ochoa, Associate Professor, Curriculum & Instruction, Indiana University, Bloomington, IN, United States

The high juvenile recidivism rate is a national concern in the United States. Despite educational and rehabilitative programming, approximately 55% of all juveniles released from long-term residential confinement return to incarceration within a year (Davis et al, 2014), indicating that any gains made while in confinement are often lost upon release. Transition support is necessary to reduce the likelihood that youth will return to crime and incarceration (Ochoa, Levy, Spegel, & Ovares, 2015; US Departments of Education and Justice, 2014). The Helping Offenders Prosper through Employment (HOPE) is a program for incarcerated youth and their families. Researchers from education and sociology recruit, train, and support undergraduate students who provide mentoring to youth during and after incarceration. Simultaneously, a family coach is trained and supervised by a researcher in counseling psychology to offer support to a family member. Mentoring and family support are both protective factors against recidivism. We present results of a pilot study from one high security prison for youth in which mentoring support was provided to youth and family coaching to the family during and after incarceration. A Meet-and-Greet will be hosted by HOPE on Friday July 12 from 10-1 for people interested in learning more about research related to juvenile delinquency and prevention. Location to be announced.

*Educational Studies*

**Situated Learning in a Non-traditional Destination: Exploring Host Family Perspectives in a Swahili College Homestay Program in Tanzania**

Kaia DeMatteo, PhD Candidate, Global Inclusion and Social Development, University of Massachusetts, Boston, Boston, MA, United States

Extant studies on host family perspectives in homestay research advocate popular language and study destinations in the Global North without addressing the unique sociocultural and economic landscape of programs in indigenous language communities in the Global South. Euro-American worldviews and frameworks applied to homestay programs are not necessarily transferable to host families' livelihoods in the Global South.

Drawing on situated learning theory (Lave & Wenger, 1991), this qualitative study explores host family motivations for participating in a Swahili college homestay program; it considers the sociocultural, historical, and local contexts in which meaning is constructed and from which norms, ideologies, and practices are derived. Based on multiple semi-structured interviews conducted with eight host families, this study identifies strategies for widening host family participation in homestay program design in non-traditional destinations. Hosts narratives underscore the need to revisit program planning in indigenous language communities and incorporate host families as co-participants in decision-making. Several themes emerged surrounding social dimensions of learning amongst hosts: the role of relational linkages, local ways of knowing, and collectivism being central to local Tanzanian communities' livelihoods. By combing relevant literature with research findings, the presented framework situates the homestay as a learning community of practice within a wider cultural lens comprising existing local social norms, values, and ideologies. Research implications highlight the importance of challenging program stakeholders to identify ways of involving host families' voices to consider social dimensions of learning within programs' local contexts and support worldviews amongst indigenous language communities in future program planning and development.

*Social and Community Studies*

**Cultural Influences on Latin American Perceptions of Inclusion and Diversity**

Dr. Ronald Rojas, PRISM Management Consulting Group, Tampa, United States

The literature trends on global organizational development is signaling a shift of interest from diversity as a mandate towards inclusion as an organizational value, and consequently, to constructs that are more in tune with interpersonal and relational frameworks. The diversity and inclusion strategies of many North American organizations operating within Latin America play a significant role in social change, albeit, adapted somewhat haphazardly to cultural differences. Latin American countries—as portrayed in Hofstede's cultural dimensions— demonstrate strong interpersonal tendencies that suggest a different approach to inclusion and diversity when compared with the North American perspective. These cultural differences, if fully understood are key in designing and adapting inclusion strategies and training programs for Latin American subsidiaries. Implications for training programs will be discussed in this session.

*Organizational Studies*



Thursday, 11 July

14:35-15:20

**PARALLEL SESSIONS**

**Taking Land, Making Race**

Carol Scotton, Associate Professor, Economics, Knox College, Galesburg, United States

Land as place, a space to be, is little mentioned in economic theory. Yet, place is critical to ideas of ownership and the notion of property. The

modern state – built on colonization – required bounding the land and defining citizenship, so that the colonizers could call the place ‘home’.

People and land had to be re-conceived as objects to justify the taking of land as well as the taking of people (or pushing them aside). A case had to

be made for dispossession. Care of the land and resources had to be downplayed and erased along with cultures tied to place. A hierarchy

depending upon ‘race’, rather than ability or status, had to be instituted. These mechanisms made ‘settlers’, workers and laborers needed for the

project of colonization and imperialization, complicit in the task. The promise of a ‘claim’ to land, and citizenship, based on the superiority of

belonging to the right ‘race’, required a narrative that those originally occupying it, or brought as slaves, were not human, not equals, not ‘up to the

task’ of ownership or property rights and certainly not governance. Ownership and property “rights”, matters of exclusion and accumulation, could

then be cast as a basis in ‘law’ not just ‘might’. Stratification economics provides a framework for how such notions take hold. Charles Mills’ racial

emancipation re-frames the discussion on race. The indigenous sense of grounded normativity brings back the primacy of land. This session

considers of the intersection of land and race.

*2019 Special Focus - Global flows, diversified realities*



14:35-15:20

**PARALLEL SESSIONS**

**Room 2 -  
Sala  
Isóptica C**

**Virtual Lightning Talks**

**Mobile Banking is Enabling the Poor without a Bank Account to Bank**

Gircesh K. Gupta, Belmont Abbey College

M-banking or mobile-banking is enabling the destitute of the world to do banking from anywhere and at any time, especially for those without a bank account. Unlike in the past when the impoverished stashed their hard-earned money in the house unsafely, they can now have a pseudo bank account. With their mobile phones, they can check account balance, pay remotely for goods and services, deposit funds into the account, and transfer funds from one account to another account. Mobile banking is empowering the poor with independence and self-reliance, and at the same time enabling them to manage their finances without having an account in an intimidating affluent bank located far away in the suburbs or major cities. The brick-and-mortar banks can be intimidating to the disenfranchised because the bank employees may scorn them for their poverty and lack of education and sophistication. The focus of this study is to research the M-PESA mobile banking service available to the poor in Kenya, what it is, how it works - and then analyze if it is actually helping the poor.

*Social and Community Studies*

**Intentional Social Media Disclosure of Visible vs. Invisible Disability: Differences and Motivations**

William Myhill, Adjunct Prof. of Law and of Information Studies, College of Law & School of Information Studies, Syracuse University, Syracuse, NY, United States

Persons with disability report a range of stigmatized experiences such as exclusion from opportunities, doubts of ability, verbal and physical abuse, portrayals of dangerousness, and inaccessible programs, services, and environments. Those with less visible disabilities often choose to 'pass' as not having a disability in contexts where their disability would not become obvious in order to avoid stigmatizing experiences. Yet in the United States and several other Western nations, disability often must be intentionally disclosed in order for an individual to benefit from the protections of disability civil and human rights laws. The social media platforms of the present information and communication age present opportunities for many with disability to create online identities that minimize or erase their disabilities. In this pilot study using an online survey, it was hypothesized that persons with more visible disabilities would report intentionally disclosing their disability using social media platforms at the same rate as those with less visible disabilities. For instance, a person who uses a wheelchair for mobility or a white cane for navigation would choose to pass at rates similar to how a person with a learning disability or mental health impairment might. However, results found a significant difference in the rates of disclosure between respondents with more and less visible disabilities. Additional survey questions provide insight into why people with disability do (e.g., advocate for disability rights) or do not (e.g., avoid being viewed as needy, unintelligent, or blameworthy) disclose disability online, to whom, and on what social media platforms.

*Communication*

**Helping Professionals and Forced Returnees: A Framework of Practice**

Miss Kaltrina Kusari, PhD Student, Faculty of Social Work, University of Calgary

Social workers are committed to social justice, yet social justice continues to remain an elusive term in social work practice with migrant populations. Indeed, recent migration trends have raised critical questions underscoring existing knowledge of the experiences of forced migrants. Among others, social workers report feeling underprepared to work with displaced populations, especially rejected asylum seekers whose experiences remain largely hidden. This population has shown a consistent rise in recent years, but their voices are seldom reflected in social work research or social policies that directly impact their lives. Among these policies is repatriation, or the right to return to one's country of origin. Repatriation is the preferred policy solution to migration crisis for the United Nations despite a significant body of research which substantiates that repatriation is not a durable solution. Considering that this discrepancy between the preference for repatriation and the experiences of rejected asylum seekers is a social justice issue my study was grounded in postcolonial theories and employed Critical Discourses Analysis to explore the involuntary repatriation of rejected asylum seekers from Kosovo. Findings from semi-structured interviews with rejected asylum seekers suggest that this population often lacks access to basic social services and desires re-emigration rather than repatriation. Responding to calls for models of practice which guide the work of helping professionals with forced returnees, this discussion builds upon study findings centering dominant discourses to develop a framework across micro, mezzo, and macro levels of practice.

*Global Studies*

**Inter-rituality: An Anthropological Study of the Roles, Meanings, and Functions of Rituals in Contemporary Iran**

Dr. Alireza Hassanzadeh, Director of Anthropological Research Center , ARC, Anthropological Research Center

Inspired by Julia Kersiteva and Mikhail Bakhtin, the conceptual term of inter-rituality serves as a model for the perception of Iranian rituals' meaning and functions in Iran's contemporary era. Inter-rituality consists of a state in which identity is created through the polyphonic and dialogical meaning of rituals. Applying such an interpretation offers a means by which the rituals' dynamic forms and contents can be examined in a given country over the course of recent decades both in verbal and behavioral forms. On one hand, cultural diversities, which are embedded in the diachronic and synchronic elements that exist in Iranian informal societies and communities cultures and sub-cultures, can be taken as the source of Iranian inter-rituality. On the other hand, the agencies of meaning silenced groups such as women and youth comprise the key social actors who create meaning and discourses, and therein have polyphonic and dialogic implications for and functions within Iranian rituals. This article firstly atomizes and synchronizes the ethnographic case of the Iranian fire feast, Nourouz and Moharam rituals, through interviews with ritual participants and celebrants. It then illustrates how inter-rituality emerges as a polyphonic form, a key feature of identity in contemporary Iran. Under this circumstance and over the course of history, this trend has resisted any force that has tried to apply monophonic meanings to rituals and to reduce Iranian culture to a formal form without diversity and agency. Methods applied to gather the ethnographic data in this study include interviews with key-actors and participant observation.

*Cultural Studies*



**PARALLEL SESSIONS**

**Community Health Trainers, Occupational Identity, Boundary Work and the Importance of Having Time**

Adam Evans, Assistant Professor, University of Copenhagen, Denmark  
 Geoff Middleton, Principal Lecturer, University of Lincoln, United Kingdom  
 Dr. Lee Crust, University of Lincoln  
 Dr. Jacquelyn Allen-Collinson, Professor, School of Sport & Exercise Science, University of Lincoln, Lincoln, Lincolnshire, United Kingdom  
 Rachel Williams, Research Fellow, Radford Teaching Hospitals NHS Foundation Trust, United Kingdom  
 Hannah Henderson, Senior Lecturer, University of Lincoln, United Kingdom

The introduction of community-based Health Trainers (HTs) in the United Kingdom (UK) has been described as one of the most innovative developments in recent Public Health policy. HTs are tasked with reducing health inequalities in disadvantaged local communities by encouraging clients to develop healthier lifestyles. There is wide variation in the specifics of HTs' roles, however, and this health occupation is currently under-researched, despite being of considerable sociological research interest in relation to occupational identity construction and 'identity work'. HTs' inter-professional interactions with other health professionals are of particular interest. To explore in-depth HTs' experiences of working in this challenging yet somewhat nebulous role, a qualitative study was undertaken with twenty-five HTs working in England. To theorise the findings, we employ a novel combination of symbolic interactionist perspectives on identity work and boundary work. In this study, we focus particularly on 'vocabularic' and 'associative' identity work, to explore HTs' boundary work with other health workers and services. Time emerged as a salient distinguishing feature in this community health role. Understanding the potential health benefits of the long-term, time-intensive support work undertaken by this community health group is of much sociological and also health policy interest.

*Social and Community Studies*

**Happy or Not? Roots of Student Satisfaction in Class Sessions**

Dr. Matthew Metzgar, Clinical Professor of Economics, Economics, University of North Carolina at Charlotte, Charlotte, NC, United States  
 Businesses and organizations are turning to fast feedback devices that measure consumer satisfaction. These standalone devices often have four or five different smiley-face buttons that can quickly gauge consumer sentiment. This instructor has piloted the use of a smiley-face survey tool that is used at the end of each class session. This session highlights the instructor's results of the tool across different sections and across time. Initial results are very intriguing, suggesting the role of the instructor may play a lesser role in student happiness for a given class. Data from classes and sample email exchanges are presented.

*Educational Studies*

**Becoming Nature: The Human/nature Dilemma in Contemporary Western Culture**

Melusine Martin, James Cook University, Cairns, Australia

The human/nature dualism that stems from the nature/culture divide is a Western concept that defines humans and nature as separate and distinct. For instance, we often think we are superior to plants or that cities and wilderness are opposite. The human/nature dualism is being challenged by researchers who are seeking a new way to define humans' relationship with nature. Increasingly people's beliefs around nature are shifting, coming from a feeling of separation from nature to an identification with it. 'We are nature' has become a prevalent idea in environmental discourses today. Yet within this process of identification to nature, we are still holding on to separatist beliefs related to the human/nature dualism. The idea of wilderness is one of them, it depicts wilderness as a place where humans are visitors, a place that loses its wild characteristic in the presence of human beings. While many persons are ready today to believe that they are nature, their logic reveals an apparent paradox as far as the notion of wilderness and their sense of humanhood in general are concerned. This paper illustrates the research I did as part of my doctoral studies following a qualitative methodology, deriving data from a survey of 220 participants, all persons living an eco-conscious and eco-friendly lifestyle in Australia and in the United States.

*Environmental Studies*

**What's Cooking? : Cooking Shows Happy Diversity Versus Real Experiences in Restaurant Kitchens**

Mariana Rodriguez, Tutor, Foundations Studies, Insearch UTS

In the last ten years, cooking shows and food focused TV channels have become hugely successful worldwide, showing 'democratic' representations of people with a diversity of genders, ethnicities, and ages rarely seen before (Ketchum 2005). However, it is important to analyse to what extent this seemingly equal power-geometry corresponds to the reality of people working in the food industry in global cities such as Los Angeles or Sydney. The plethora of happy faces in these reality shows – somewhat reminiscent of Disneyland's It's a small world – lies in stark contrast to the reality of restaurant workers in 'the-back-of-house' who are often used as a workforce coerced into accepting low wages and hard working conditions (Wilson 2018). Nepali immigrant communities in Australia have become a reliable workforce for the Australian food industry, similar to the experience of recent Latino/a arrivals in the U.S.A., recreating what Cantazarite (2000) calls "brown-collar" work. In this paper I explore the disconnection between representation and reality in television shows such as Master Chef Australia and suggest that underneath the equal power-geometry they promote lies an asymmetrical global reality that point to an often ignored dark side of global people flows.

*Cultural Studies*



Thursday, 11 July

14:35-15:20

**PARALLEL SESSIONS**

**Self-evaluation at the Technical University of Cotopaxi and Its Impact on Continuous Improvement and Quality Assurance**

Dr. Juan José Vizcaino Figueroa, Profesor-Investigador, Facultad de Ciencias Administrativas, Universidad Técnica de Cotopaxi, Quito, Pichincha, Ecuador

Marco Veloz, Director de Evaluación y Aseguramiento de la Calidad, Universidad Técnica de Cotopaxi, Ecuador

The processes for evaluating the quality of higher education in Ecuador dates back to a decade ago, taking the evaluation covered in Constituent Mandate No.14 as a milestone. As a result of this process, universities were classified into five categories according to their level of performance.

The Technical University of Cotopaxi was placed in category C, that is, in the third of five possible ones. In order to improve its qualification, the University requested the external evaluation in 2015, but the results achieved kept it in the same category. This measure led to a series of circumstances that forced the Higher Education Council to resolve its intervention, which lasted until November 2017. During this process, the University made several adjustments to both the substantive functions and administrative processes. At the end of this intervention, an institutional self-evaluation was carried out that served to show a significant improvement with respect to the 2015 re-categorization. However, progress focused on quantitative factors, leaving aside aspects such as participatory management, self-criticism, and the collective construction of a culture of continuous improvement. To fill this gap, a self-assessment of careers was implemented with a methodology designed to involve all university actors. The objective of this work is to systematize the results obtained in this process and compare them with the historical data to determine the level of incidence in the change of paradigm on the continuous improvement and assurance of the quality.

*Educational Studies*



14:35-15:20

**PARALLEL SESSIONS**

**Room 3 -  
Sala  
Isóptica D**

**Posters**

**Interpreting Mesoamerican Animal Iconography: A Cultural Anthropological Approach to Pre-Classic Figurines**

Lena Jaurequi, Graduate Student, Anthropology, California State University Northridge , Los Angeles , United States

Small ceramic figurines, similar to other forms of artistic material culture, are commonly understood as early signs of complex societies. Through space and time, the question of figurine function has been theorized in several ways, including a body-centered approach, symbolic expression, nahualism and as representations of social, political, and economic dynamics. This work focuses on two cultural anthropological paradigms that could be used in the analysis of animal figurines at two Pre-Classic (1800 BCE- 200 CE) sites in the Soconusco region of Mesoamerica: Paso de la Amada and La Blanca. I review how theories of the body and political economy, specifically, Marx's theory of the fetishism of commodities contributes to our analysis of figurine function. How can theories of the body such as biopolitics aid in our understanding of the animal figurines from Paso de la Amada and La Blanca? How can we interpret the possibility of objectification or commodification? What are the realms in which the concept of "value" is associated with these figurines? This paper begins to theorize the relationship between theories of the body and political economy to improve our understanding of these animal figurines and therefore, the sites themselves. I argue that incorporating theories associated with cultural anthropology into the discussion of prehistoric material culture, offers an additional interpretation for how we understand Pre-Classic Mesoamerica, as well as emphasizing the agreeable value of integrating our subfields.

*Cultural Studies*

**'We Don't Want No Yankee Bases': How Anti-Nuclear Protest Movements Instigated the Downfall of the Australia, New Zealand, and United States Alliance**

Grace Headinger, Student, Elliott School of International Affairs, George Washington University , Washington, United States

In 1951, Australia, New Zealand, and the United States forged the ANZUS Treaty, a tripartite security treaty meant to provide mutual defense between the three parties. By 1985, New Zealand had overhauled its foreign policy and subsequently left the mutual security agreement, thereby downgrading its relationship with the US from an ally to a friend. Meanwhile, Australia stayed party to the agreement, despite the countries sharing similar levels of threat perception, participation in international institutions and economic linkages, and cultural traditions and historical legacies from British colonial rule. Due to the unique similarities between the two countries, this comparative case study utilizes domestic political actor theory to analyze each government's management of their respective intrastate anti-nuclear movements and their success/failure's impact on shaping one of the most radical departures from a country's status quo foreign policy in the Asia-Pacific region. Through a retrospective analysis of historical data gathered through British Foreign and Commonwealth archival documents on both Australia and New Zealand, this research compiles a history of anti-nuclear movements in both countries and applies relevant IR theoretical constructs to identify an applicable theoretical causal mechanism for differing alliance trajectories. This work highlights the incoherence within realist approaches to providing a causal mechanism for New Zealand's departure in light of Australia's continued persistent relationship. Consequently, this inquiry assists in validating the application of domestic political actor theory, and its corresponding sub-state level of analysis, in contributing to the formation and decomposition of security alliances.

*Global Studies*

**Learning from Talanoa in Action: Experiences Using Indigenous Pacific Research Methods with Fijian Women Leaders Groups**

Dr. Ashiyani Ian Rahmani, Lecturer, Department of Communications, California State University - East Bay, Hayward, United States

Following the 2016 Tropical Cyclone, Winston, in Fiji, indigenous Pacific focus groups, or Talanoa, were carried out at a monthly women leader's gathering in three districts around Fiji (with 10-15 women leaders in each group), to understand the use of communications technology by the women leaders, in the context of resiliency to Tropical Cyclone Winston. This poster discusses some of the experiences of the use of Talanoa, including the advantages of working with a cultural liaison, use of notes during Talanoa, need for translation of consent, and issues related to IRB, as well as the importance of semi-structured questions, to allow for natural conversation appropriate to Talanoa research methods, and consultative practices. Other characteristics, such as provision of hospitality and honorariums will also be discussed. Positionality, including the importance of recognizing the researcher's position, and limit 'clinical gaze', as a non-Pacific indigenous person, as well as the importance of a local 'champion' to facilitate co-ordination with the Talanoa groups are presented. Finally, the importance of inclusion of indigenous Pacific Islands stakeholders in the design and implementation at all stages of the research process are also shared.

*Social and Community Studies*

**Problematizing the Issuing of Permits: Temporally Contingent Hazards, Conflicts, and Accountability**

Paola Villegas, Northwestern University

Adopting temporal categories (pace, duration, trajectory, cycle), I demonstrate the utility of a temporal analysis of environmental hazards and conflicts. Drawing on six-months of field research in East Chicago, Indiana, I focus on a grassroots campaign against the approval of a permit for the permanent disposal of contaminated sediment into an existing disposal facility. I find that residents' narratives and organizing strategies are temporally oriented in ways that create and maintain tension, shaping the scope of attention to past, present, and future implications of the permit. In problematizing the conditions of the permit, activists accentuate and complicate the temporality of environmental hazards and government accountability. Temporal structures elucidate how permits serve as a mechanism governing the increasing concentration of environmental risks in environmentally burdened neighborhoods. I argue that temporal structures vest authority in various stakeholders with the potential to enable and constrain environmental processes and outcomes.

*Environmental Studies*



**PARALLEL SESSIONS**

**Residential Mobility, Child Adjustment, and Parental Self-efficacy in Families Experiencing Homelessness**

Helen Yu, Graduate Student, Psychological and Brain Sciences, Villanova University, Villanova, United States

Jake Leonard, Graduate Student, Villanova University, United States

Janette Herbers, Assistant Professor, Villanova University, United States

Parental self-efficacy (PSE), caregivers' belief in their ability to parent successfully, serves as a protective factor for child development in high-risk situations. Children experiencing homelessness fall at the extreme end of a continuum of poverty-related risks, and are at a higher risk for maladjustment (i.e. behavioral problems) than their poor but non-homeless peers. Subsequently, experiences of family homelessness may undermine PSE. Nonetheless, some parents exhibit high PSE despite experiencing homelessness. We adopted a person-centered approach and explored how residential mobility related to family profiles of PSE and child adjustment. Data were collected from 34 parents with at least one child between ages three to five. PSE and child adjustment were assessed with the Child Adjustment and Parent Efficacy Scale. Based on PSE and child adjustment scores, we divided families into three groups: (1) poor child adjustment and low PSE, (2) good child adjustment and high PSE, and (3) poor child adjustment and high PSE. Residential mobility was measured with a single, self-report question that asked parents the number of places they had lived at since their child's birth. Parent-child dyads with different profiles of PSE and child adjustment varied along the dimension of residential mobility. Residential mobility is highest among families involving child behavioral problems and low PSE. Our findings suggest residential mobility helps explain individual differences for parents with high PSE and those with low PSE, and children with behavioral problems. Longitudinal research should be conducted to further clarify the association between residential mobility and PSE/child behavioral problems.

*Social and Community Studies*

**Evaluation of the Effectiveness of Reinforcement Activities for Academic Achievement of Biomedical Informatics Students: Using Academic Counseling by Peers and Formative Evaluation**

Master Dania Lima Sánchez, Técnico Académico C, Informática Biomédica, FacMed UNAM, Ciudad de México, Ciudad de México, Mexico

Marlette Lovato Valverde, Coordinadora de Evaluación, Departamento de Facultad de Medicina, Mexico

Esther Mahuina Campos Castolo, Jefa de Departamento, FacMed UNAM, Mexico

Brayan Baéz Montes, Encargado de PCPUMA, Departamento de Informática Biomédica, Facultad de Medicina, UNAM, Mexico

Academic performance is one of the most important dimensions in the teaching-learning process. It is related to the fulfillment of the goals, achievements, or objectives established in the program that the student is studying. The purpose of this research is to compare the academic performance of students who used academic reinforcement activities with students who did not complete them. Two sessions of academic reinforcement were carried out based on the MEDAPROC cedulas and the traditional model. We took a random group of subjects who did not attend the generation consultancies (n = 80) for comparative purposes. The formative evaluation was carried out with two exams in the virtual classroom prior to the practical exam, the students presented it voluntarily. The total sample of subjects was 81 students divided into four groups for two days. The comparison between the group that received the counseling and the one that did not, showed that there were significant differences in the qualification of the departmental exam (76.5 vs.65.7, t = 2.70, p = .007). The formative exam was carried out by 863 students, however there were no significant differences in the qualification of the departmental. There were no differences between the groups that did the formative exam, but the students who did the peer counseling obtained better performance in the departmental exam although it is necessary to observe if there are other variables associated with a voluntary exercise.

*Educational Studies*

**The War on Education: A Comparative on How Turmoil from Guerra Affects the Educational System Worldwide**

Ashley Mize, University of Maryland University College, United States

The United Nations High Commissioner for Refugees (UNCHR) reports that the number of individuals who are forced to leave their homes, to include asylum seekers, forced migrants, internally displaced person(s) (IDP), and refugees account for 68.5 million people around the world. They include this is the highest number they have since World War II (World Vision Staff, 2018). Regardless of the migrant status, this poster bares the truth of everyday challenges which children, adults, and families face regarding finding a safe place, rebuilding their lives from ground zero. These are the voices of the unheard displaced people, deprived of education, and stability.

*Educational Studies*

**Refugees, Rights, and Responses: EU and Greek Mitigation of the European Refugee Crisis**

Madeleine Pye, U.S. Committee for Refugees & Immigrants, Washington, United States

As Europe faces the influx of refugees reaching its southern borders from the past decade, member-states struggle to protect and provide for the basic needs of the displaced in refugee camps and various settlements. Inhumane living conditions and rightlessness have plagued such areas, with Greece of particular importance as one an entry point into Europe for many displaced peoples. This work calls into question the success of both the EU and Greek responses to what is commonly referred to as the 'European Refugee Crisis'. While the vast majority of refugees are actually displaced within the Global South, an emphasis from Global North media outlets about the perceived negative impacts of such migration prompts a contextualization of the reality of the situation in the EU. Through archival document analysis of data gathered by international aid organizations, such as the Office of the United Nations High Commissioner for Refugees and the EU, this research interprets such documents to look at who is entering the EU and how EU and Greek institutions have sought to navigate the influx in policy and actions on the ground. This work centers the human rights attainment of refugees and highlights the incoherence between the EU and Greece in terms of responding to displaced populations, calling into question the response to the 'European Refugee Crisis' from the Global North, a proclaimed bastion of human rights advocacy. This inquiry problematizes the inadequate EU-level and Greek responses to mitigate the displaced, while considering refugees beyond the locus of 'othering'.

*Global Studies*



14:35-15:20

**PARALLEL SESSIONS**

**Room 4 -  
Sala  
Isóptica B**

**Virtual Posters**

**The Effectiveness of Environmental Protection Councils: Participatory Management and Conservation of Protected Areas in Macaé, Rio de Janeiro, Brazil**

Suelen Ferreira Matoso Couto, Federal University of Rio de Janeiro, United States

Thaddeus Blanchette, Anthropologist and PhD advisor, Federal University of Rio de Janeiro, Brazil

Macaé is known as the Brazilian oil capital, which has a high rate of deforestation in the Atlantic Forest, a biome that is one of the hotspots in Brazil (PROBIO, 2007). It was strongly impacted by the petroleum industry that generated disorganized population growth, bringing socioeconomic, environmental, and demographic impacts to the region (IBGE, 2011). Protected Areas (PA) are considered in situ strategies (SELLARS, 1997) that contribute to the conservation of species, protect genetic resources, and scenic beauty and are areas of scientific research, recreation, and ecotourism (BENSUSAN, 2006). However, in Macaé, residents living around PAs generally do not participate in their management and do not have the right to decide on the use of the environment in which they live (LEAL, 2013). They are social groups with different forms of territorial appropriation, in this sense, it is observed that CUs are disputed territories. The present work is a preliminary result of my PhD research, in the interdisciplinary program of environmental sciences and conservation, of the Federal University of Rio de Janeiro. It covers three municipal PAs, using ethnographic research and interviews with members of the Environment Council, responsible for PA administration. The research consists of a literature review and the characterization of the mentioned area, in order to construct theoretical-empirical references. I try to understand whether the council is effective and whether the interests of the local people are represented in this democratic space.

*Social and Community Studies*

**The Limits of Role Mentoring in the High School Classroom**

Dr. Judith Stull, LaSalle University, United States

Prof. Shohreh Amini, Temple University

Mentoring as a means of motivating individuals and improving their knowledge and skills underlies all of the educational enterprise. Research studies, based on self-reports, have found that both mentors and mentees feel that they have benefitted from the experience. Research has also shown that empirical evidence of the effects of mentoring beyond self-reports is lacking. This project, based on graduate students collaborating with high school science teachers in their classrooms, begins to address this issue. Using high school students' final fourth quarter grades, the results show a curvilinear relationship between the time the graduate students spent in the classroom and the students' grades with the optimal time being 4.8 hours per week. Student grades improved up to 4.8 hours per week and then actually dropped. There are limits to mentoring. Overall, the participating graduate students were satisfied with what they accomplished, but they found that they needed to be flexible, to take advantage of opportunities as they arose, to have a clear idea of what they wanted to accomplish, and to appreciate the students' limitations. In the end, all of the graduate students noted that their communication skills improved significantly.

*Educational Studies*

**Merging Sustainable Tourism Pillars into the Business Plan Format for Tourism Micro, Small, and Medium Enterprises in Post Typhoon Haiyan Areas in the Philippines**

Blesilda Badoc Gonzales, Student, University of Santo Tomas, Manila, Philippines

Belinda S. Mandigma, Faculty, Financial Management, University of Santo Tomas, Manila City, Metro Manila, Philippines

Jackson Tan, Researcher/Instructor, University of Santo Tomas, Philippines

The study reviews a sustainable tourism business plan format for tourism micro, small, and medium enterprises (MSMEs) in post Typhoon Yolanda (Haiyan) areas. It melds the sustainable pillars of the United Nations World Tourism Organization (UNWTO) in the crafting of a business plan format for tourism MSMEs located in post disaster areas to promote sustainable activities and contribute towards ecotourism resilience. The data gathering procedure and the creation of the proposed tourism business plan format anchored on the sustainable pillars which include tourism policy and governance; economic performance; investment and competitiveness; employment, decent work and human capital; poverty reduction and social inclusion; and sustainability of the natural and cultural environment. Data gathering started from qualitative data through content analysis of tourism plans of the local government units. This was supplemented by observation using photo documentation and qualitative interview with tourism planners and selected MSMEs in tourism support sector hotels and resorts. From the documents, data were extracted and measured using documentary analysis particularly qualitative content analysis employing deductive and inductive category approaches to extract the manifest and latent codes. Also, from the qualitative interview transcripts, data were evaluated via thematic analysis to note the emergent themes from the responses. Moreover, data were assessed using image content analysis through photo document representation to pave the way for the indexing and classification of the photos in the context of sustainability. Further, the collected data were analyzed with a MAXQDA app for qualitative data analysis.

*Environmental Studies*



**Examining Longitudinal Relations between School Engagement, Externalizing Behaviors, and Academic Achievement**

Anjoli Diaz, Assistant Professor, Psychological Science, Ball State University, Muncie, Indiana, United States

Carlos Valiente, Associate Professor, Arizona State University, United States

Jodi Swanson, Faculty, Arizona State University, United States

The goal of this study was to examine concurrent and longitudinal relations between children's school engagement and externalizing behaviors (EB) and their academic achievement. Identifying factors that influence achievement is important, as it is central to children's future success, including academic progress, mental and physical health, and future employment. Nonetheless, few studies have used longitudinal data to investigate relations between early engagement (including feelings, behaviors, and thoughts about school) and EB as both may reciprocally influence each other in ways that affect later achievement. With a sample of 291 children (from kindergarten to second grade, a cross-lagged panel design was used with seven latent variables: Engagement (teachers' reports on the Teacher Rating Scale of School Adjustment [Birch & Ladd, 1997] and School Liking and Avoidance Questionnaire [Ladd & Price, 1987]), and EB in kindergarten, first grade, and second grade (parent reports on the MacArthur Health and Behavior Questionnaire, Armstrong, 2003) and achievement in second grade (Woodcock-Johnson III). Structural equation modeling demonstrated relations only in one direction (i.e., EB predicted engagement) that weakened over time. Results also demonstrated that second-grade engagement predicted concurrent achievement. By examining a multidimensional construct of engagement, findings suggest that EB may have influence over negative attitudes toward school, noncompliance, and engagement in classroom activities. Additionally, children high in school engagement may place more importance on learning than less-engaged peers, which may explain why they perform better academically. Data support the development of interventions that focus on decreasing early externalizing behavior.

*Social and Community Studies*

**Estimating Economic Value for Sport Fishing Sites in Minnesota Using Individual Travel Cost Model**

Pattaraphongpan Chaiyamart, PhD student, University of Minnesota, St Paul, MN, United States

Sport fishing is considered as one of the biggest industries in America. The Sport Fishing Association (1996) ranked Minnesota number four in the nation for overall economic impact from fresh water fishing in America. The Association reported that fresh-water fishing in Minnesota generated \$ 1.9 billion (14% of total national expenditure). There are main three areas of sport fishing in Minnesota which are Ely, Lanesboro, and Two Harbors. For sport fishing recreation improvement in Minnesota, the information regarding the economic value from individual travel cost model and the socio-economic factors will benefit government, local administrative officers, business sector, and the local community. The numbers of visits might not be the appropriate factor alone for government's decision to improve the site but estimated economic value and socio-economic factors are more efficient. Among three fishing sites, the estimated annual economic value of Lanesboro is the highest with value of 45,433,550 dollars a year. The second highest value is 13,834,367 dollars a year for Ely and 3,859,369 dollars a year comes the last for Two Harbors. Socio-economic characteristics impact on demand of visiting for Lanesboro are more significant compared to other regions with variables of income, age, trout fishing experience, party size, and family size. Ely comes second with statistically significant for family size, trout fishing experience year, and high elasticity of age. Two Harbors comes last with significant of only age and party size.

*Social and Community Studies*

**Learning Obsolescence: Urban School Discipline in the Making and Management of Illiberal Subjects**

Anne Scheer, Postdoctoral Fellow, Office of Population Science and Policy, Southern Illinois University School of Medicine, United States

This paper explores the extra-pedagogical function of school discipline as an instrument for the management of the urban poor in the "neoliberal government of social insecurity" (Wacquant, 2009). Drawing on a qualitative analysis of disciplinary policies at a U.S. urban school district and how these are put into practice at one elementary school, I argue that the district has abdicated its responsibility for its students' moral and social education. In theory and practice, discipline has been stripped of its educative purposes and instead serves as a means to prepare students for futures in which they have been constructed as civically and economically obsolete. Against the background of its own history of failure, the decline of the ideal of educability, and the broader socioeconomic realities of social insecurity and mass incarceration, the district constructs its high-poverty, high-minority student population as always already hopeless. The punitive ideology of No Child Left Behind produces an amalgamation of morality and performance in which the district seeks to meet performance pressures by "cracking down" on the state of indiscipline that allegedly dominates its schools. Although it is designed to control, the resulting disciplinary overregulation is doomed to fail because it simply cannot be put into practice. This structural failure of the official normative order formalized in the disciplinary system empowers a set of alternative behavioral norms that inverts the moral and social dimensions of schooling. By facilitating this alternative normative order, the school constructs students as illiberal subjects who "must" be governed in authoritarian ways.

*Civic and Political Studies*

**Environmental Changes Through an Interdisciplinary Approach**

Sara Aparecida De Paula, Master's Candidate, CECS, Universidade Federal do ABC, São Bernardo do Campo, São Paulo, Brazil

Debate over the planet's environmental changes have become increasingly interdisciplinary. An example of this is that in 2007 the International Panel for Climate Change published a report highlighting the role of human activities as central to these changes. Thus, environmental changes and populations are doubly influenced, that is, human activities, such as the way of production and exploitation of nature as a resource supplier for energy inputs and agriculture, for example, cause the emission of gases of the effect the resulting imbalances caused by this process. On the other hand, environmental changes directly affect the way of life of different societies. Thus, this abstract is part of a broader work in which we use the concept of Anthropocene (very widespread in the natural sciences) in a demographic perspective to understand how human activities affect the environment, and how this structure builds vulnerabilities in populations that are affected by environmental changes.

*Environmental Studies*



14:35-15:20	<b>PARALLEL SESSIONS</b>
	<p><b>Psychological and Neuroscientific Approaches to Improving Online Education</b>  Veronica Perry, Researcher , Communication, University of Southern California , Los Angeles, United States  As greater opportunities in online education arise, teaching practices and outcomes must continually be evaluated and enhanced to ensure that the students in online courses have the best experience possible. Consequently, the quality of online programs and courses have been examined through empirical studies that identify critical components of online education to improved. Some of these components include communication, technology, and pedagogy. Additionally, there been concerted efforts to examine how teaching practices can be improved by integrating the neuroscience of empathy into the virtual classroom. A lack of contact with students can distort the educator's ability to properly gauge what students need. Further, a comprehensive literature review is needed to synthesize and connect the results of social neuroscientific studies to provide an integrative report on the very serious challenges educators are facing in online courses and methods to improve teaching practices. The purpose of this review is to inform educators, developers of curriculum, and higher education administration how empathy, grounded in neuroscience, can help to optimize the student experience and facilitate a more cohesive classroom for online courses.  <i>Educational Studies</i></p> <p><b>Swedish Tourists' Perceptions of Thailand as a Destination and Factors That Impact Its Image</b>  Pattaraphongpan Chaiyamart, PhD student, University of Minnesota, St Paul, MN, United States  Khanitha Chaiyamart, graduated , University of Ulster, United Kingdom  This study explores Swedish tourists' perceptions of Thailand. It considers the importance of primary and secondary images on Swedish tourists' decisions to visit Thailand, which would make Thailand's tourism industry more competitive since Thailand is considered a destination for Swedish tourists. It draws on 128 surveys of Swedish tourists who have been to Thailand. Based on these surveys, the highest scoring positive perception of Thailand is "relaxation," followed by "beautiful beaches," with "getting away from Sweden" coming third. The negative perception with the highest rank is "traffic," and "political issues" is number two. Furthermore, the model of the primary and secondary images' impacts on traveling to Thailand show that the external influence of the secondary image has a statistically significant effect on Swedish tourists' decisions to visit Thailand, and the before-trip rating, based on their own knowledge, which is a primary image, is an important factor for their decision to visit Thailand. Moreover, based on external influences, this study found that the main source of external influence came from friends, and secondarily from family. In order to increase visits, the government or ministry of tourism might consider improving the negative image of "traffic" and "political issues" and sustaining the positive images of Thailand's characteristic "beautiful nature" and "relaxation" through programs that directly impress Swedish tourists.  <i>Social and Community Studies</i></p> <p><b>Disentangling Xenophobic Attitudes in the European Union: Threat Perception, Economic Status, and Political Perspective</b>  Xinmei Feng, Department of Economics, Duke University, Durham, United States  This study investigates the impact of threat perception, economic status, and political perspective on xenophobic attitudes within the ethnic majority group in European Union. Specifically, we investigate the impacts of the aforementioned factors on one's ethnic preference for immigrants. Through SEM and logistic regression analysis, we discover that perceptions of cultural threat lead to one's ethnic preference for their same race, implying an assumed linkage between cultural opposition and racial opposition. We also discover that citizens tend to associate their country's overall well-being with preference for immigrants of the same race, but associate personal well-being with preference for immigrants of different races. Finally, we show evidence that people with right-wing ideologies tend to have stronger opposition toward the immigrant group, with immigrants of different races being more victimized.  <i>Civic and Political Studies</i></p> <p><b>Effects of Stereotype Threat on Black and White Individuals' Verbal Responses in Police Encounters</b>  Samantha Strine, Albany, United States  I examined whether Black and White individuals have different verbal behaviors in police encounters and, if so, whether stereotype threat explains these differences. This question is important because police officers use certain verbal behaviors as evidence of deception. In this study, Black and White men interacted with a White security officer in a staged encounter that varied in stereotype relevance (low or high). The participants (n=72) also completed a measure of stereotype threat. Participants' verbal responses were videorecorded, transcribed, and coded for words that reflected spatial and perceptual information, analytical thinking, affiliation, tone, authenticity, and cognitive processes. Black men reported experiencing more stereotype threat in the interaction than did White men, and stereotype threat increased as the relevance of the criminal stereotype went from low to high. Although neither race nor stereotype relevance influenced spatial or perceptual information, Black men used fewer authentic words than did White men. Also, all participants used more analytical thinking and affiliation words and more negative tone when stereotype relevance was high as compared to low. Use of words indicating cognitive processes decreased as stereotype relevance increased, and this effect was partially mediated by stereotype threat. These findings imply that race and stereotype relevance are related to verbal behaviors that could lead police officers to be more likely to perceive Black than White men as guilty. This could impact how the officer interacts with Black men and contribute to the cycle of mistrust and tension between Black individuals and police.  <i>Social and Community Studies</i></p>
15:20-15:35	<b>Coffee Break/Pausa para el café</b>
15:35-16:50	<b>PARALLEL SESSIONS</b>



15:35-16:50

**PARALLEL SESSIONS**

**Room 1 -  
Sala  
Isóptica A**

**Women's Worlds**

**The First Latina Disney Princess: Elena of Avalor**

Dr. Alberto Rodriguez, Assistant Professor of History, History , Texas A&M University-Kingsville

This research focuses on Elena of Avalor who made her debut as a sixteen-year-old princess that lost both her parents on the Disney Channel in 2016. Although Elena did not have a feature film before her release into a Disney series, her popularity has continued to grow and is now in a third season of production. Elena of Avalor documents the role of a strong Latina that not only has to be a caretaker of her younger sister Isabela but also her kingdom. What sets Elena apart from other works on Latina sheroes is that in every episode she links her history to the indigenous past. Elena is well aware of her long history to the Native Peoples of Latin America and in turn introduces jaguars, Xolo dogs, chocolate, pyramids, native language, indigenous folk stories, and music from her ancestors. Although the history of strong Latinas has been at the center of many Spanish speaking peoples as documented in classic works such as Salt of the Earth, Bless Me, Ultima, and Y No Se Lo Trago La Tierra, few films have set Latina sheroes and Knowledge Keepers as the major narrative that Elena of Avalor has on a running series.

*2019. Special Focus - Global flows, diversified realities*

**Women, Gender, and the Participation of Roma Women in the Aegean Region of Turkey**

Fatma Ilknur Akgul, PhD student, Political Science and International Relations, Istanbul Sabahattin Zaim University, Istanbul, Turkey

Omer Caha, Prof. of Political Science, Political Science and International Relations, Istanbul Sabahattin Zaim University, Istanbul, Turkey

Based on the Roma women who live in the Aegean region of Turkey my paper focuses on two issues. First, it analyzes the status of women and the gender roles among Roma community. Second, it reviews the participation of Roma women in social and political life. Regarding the first issue, such points as whether women are perceived in the Roma community equal to men, the violence against women and women's exclusion are emphasized. In regard to the second issue, my paper sheds light on such questions as how active Roma women are in the domestic decisions regarding to the education of their children, the determination of the place to live and the purchase of household. My paper also emphasizes how active Roma women are through the NGOs that they have established. A new perspective has developed in feminism, which is known as the third wave women's movement. This movement argues that women are not oppressed by men because of their gender only, but also by the women because of diverse reasons. According to them the essentialist understanding of women ignores the oppression of women by women which is realized in different contexts. This debate seems to give us an important window to understand the relationship between Roma women and other groups of women particularly in respect to their participation in social and political activities.

*Social and Community Studies*



15:35-16:50

**PARALLEL SESSIONS**

**Room 2 -  
Sala  
Isóptica C**

**Social Spheres**

**Networks and Reapplicability of Social Technologies: A Comparative Study in Four Latin American Countries**

Juliana Leite, Professor, School of Applied Sciences, University of Campinas, Campinas, Brazil

Beatriz Ribeiro, Researcher, University of Campinas, Brazil

Gabriel Reis, student, g.r.oliveirareis@gmail.com, Brazil

Maria Gabriela Santana, student, University of Campinas, Brazil

In the search for inclusive technological solutions, which represent an effective social transformation for the different local realities, there is the so-called Social Technology (ST). One prominent dimension of ST is its reapplicability, that is, the potential of a technology to be adapted and applied to different contexts. Another important characteristic is that ST are developed and implemented with the social participation of multiple actors - public sector, universities, civil society organizations, and the local community itself - which gives it a network character. In this sense, the present research seeks to understand the impact of networks (structure and dynamics) on the potential for re-application of a social technology. For this, we analyze cases of social technology in the field of Agriculture and Food, in four Latin America countries: Argentina, Mexico, Brazil, and Colombia. In preliminary research, cases were identified for analysis in these countries. The research is expected to contribute to scientific production in the field of social technologies as well as networks, generating knowledge that will be disseminated through academic publications.

*Social and Community Studies*

**Embedded Meaning: Methods of Escaping Mythologization in Architectural Theory and Process**

Scott Sworts, Post-graduate Programme Lead, School of Architecture, Oxford-Brookes University, Oxford, United Kingdom

Patrick Dey, Adjunct Faculty, Community College of Denver, United States

Throughout history, architecture has built from a mythologized language and at its core, it exists as an inheritor of the ancient art of storytelling. To draw from Karen Armstrong, architecture has always concerned itself with meaning and it is that meaning that grants architecture authenticity. Architecture divorced from meaning is thought to be a story without a plot, a random collection of shapes and forms. Because of this fact, in architectural theory and discourse there is always present a layer of mythologized language—a meta-language, so to speak—that gives added meaning to the design. The term “mythologization” can be applied to the inevitable process by which the architect formulates their narrative and establishes their canon of style, form, and function that justifies their vision of the built environment. This mythologization of architecture has been a struggle for some architects as they try to resist or deny (escape from) its presence, while for others it has been a mythic cover, a layer of imitation that leaves the architecture with a false identity. This concept of "escape to" and "escape from" was first defined by Erich Fromm in his ground breaking work "Escape from Freedom, which can be applied to architecture. Since architecture cannot seem to escape mythologization, inevitably the question arises: why cannot architectural theory and process of design escape myth? This paper explores the struggles of architecture to express or attempt to deny the larger social context into which it is embedded.

*Cultural Studies*

**The Production of Temporalities at Sea: Experiencing Time Amongst Filipino Seafarers on Board Merchant Vessels**

Nelson Turgo, Research Associate, Seafarers International Research Centre, Cardiff University, Cardiff, United Kingdom

The re-organisation and re-structuring of time brought about by changes in the global economy, spatial relationships, and technological innovations have an impact on the way people live, affecting social relationships, and experiencing of temporalities. Much has been written about the texture and production of temporalities ashore, however, people who work on merchant vessels have generated very little interest in terms of understanding their temporal existence. Such elision, sidelines a crucial aspect of time reckoning, as it were, in contemporary work and living spaces which could prove beneficial in enriching our appreciation and understanding of the complexities of temporalities of everyday life. This study, based on three voyages on merchant vessels for a period of five weeks each and interviews with Filipino seafarers in various ports and training centres in the UK and the Philippines, looks at this lacunae – the everyday experiencing of time of Filipino seafarers at sea. It offers some interesting insights into how time is both experienced on the fast and slow lanes, as it were, providing us much insight into the complexities of temporal production in contemporary society.

*2019 Special Focus - Global flows, diversified realities*



15:35-16:50	<b>PARALLEL SESSIONS</b>
<b>Room 3 - Sala Isóptica D</b>	<p><b>Parallel Session: Room 3</b></p> <p><b>The Importance of Cultural Competency Across Borders, Disciplines, and Organizations: Designing Distance Learning for Successful Communication</b></p> <p>Mona Pearl, DePaul University          Fabio Verruck, Professor of International Business, Department of Social Sciences, UCS: Universidade de Caxias do Sul, Caxias do Sul, Rio Grande do Sul, Brazil</p> <p>The ability to communicate using different cultural mindsets is a core challenge for organizations worldwide. In this workshop, we share our process for our collaborative design of the program and digital platforms, as well as the methodology behind the learning, assessing progress and outcomes. We consider the activities designed for the learners, including specific deliverables produced. Also, we discuss how the planned activities took into consideration known differences in approaches to power structure, view of collaboration, gender roles, uncertainty, and other aspects of working collaboratively between the two settings, using Hofstede's dimensions as the theoretical model for design, analysis, and facilitation. Details of the planning process will be presented, as well as the challenges faced throughout the execution of the activities, lessons learned, and the research methods applied to measure the predicted results. We share the assessment tools, data and evidence of the development of CQ in students and executives in the US and Brazil, and lessons learned. We also share our experimental research and methodology of developing CQ, intercultural problem solving, collaboration, and global teamwork to accelerate a greater understanding and an intercultural learning environment that can be adopted in other organizations. This report offers a summary of an ongoing research project focused on understanding the effects of a virtual international exchange activity over students' performance, based on an experience conducted with students in Brazil and in the USA.</p> <p><i>Organizational Studies</i></p>



Thursday, 11 July

15:35-16:50

**PARALLEL SESSIONS**

**Room 4 -  
Sala  
Isóptica B**

**Spanish**



Friday, 12 July	
08:30-09:00	Conference Registration Desk Open/Mesa de inscripción abierta
09:00-09:20	Daily Update - Dr. Rae-Anne Montague, Common Ground Research Networks, Champaign, United States; Dr. Gerardo Tunal Santiago, Universidad Autónoma Metropolitana - Xochimilco, México, Presidente del Congreso
09:20-09:50	Plenary Session/Sesión plenaria (en inglés) - Nora M. Basurto Santos, Universidad Veracruzana, México
	<p>Linguistic and Cultural Fluxes: Going back and forth between Mexico and The United States.</p> <p>Nora M. Basurto Santos is a full time researcher, Titular C, of the Universidad Veracruzana. She has a PhD in English, Teaching, and Applied Linguistics from the University of Warwick, England. She teaches courses in research methodology in the programs of Bachelor in English Language and in the Doctorate in Language Studies and Applied Linguistics. She also teaches the subject of Language and Society in the Master's Program in the Teaching of English as a Foreign Language of the UV's Language School. She is a member of the National System of Researchers (SNI) of the National Council for Science and Technology (CONACyT) (SNI). Nora Basurto is responsible for the Academic Body "Foreign Languages in the Public Education System in Mexico." She has published and participated as a lecturer in Mexico and abroad.</p>
09:50-10:20	Garden Conversation/Charlas de jardín (en inglés)
	<p>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.</p> <p>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.</p>
10:20-11:05	Talking Circles/Mesas redondas (en inglés)
	<p>Room 1 (Sala Isóptica A): Social and Community Studies / Organizational Studies  Room 2 (Sala Isóptica C): Civic and Political Studies / Global Studies  Room 3 (Sala Isóptica D): Cultural Studies / Environmental Studies  Room 4 (Sala Isóptica B): Educational Studies  Room 5 (Sala Xochicalli): 2019 Special Focus - Global Flows, Diversified Realities</p>
11:05-11:10	Transition Break/Pausa
11:10-12:50	PARALLEL SESSIONS



11:10-12:50

**PARALLEL SESSIONS**Room 1 -  
Sala  
Isóptica A**Thinking Politically****Motivated Force and the Imaginative Enterprise of Power Politics: Biding Realism and Utopia through E.H. Carr and Hannah Arendt**

Arturo Chang Quiroz, PhD Student, Political Science, Northwestern University, Chicago, United States

Edward Hallet Carr's contributions to the foundational realist approach to politics cannot be understated. Carr, in claiming realistic politics, sought not only the ideal, but also the necessary and the possible in political life. Carr's important contributions to shaping the field of international relations and social science, however, have been blurred at times by a dichotomous understanding of realism and utopia. The work of Hannah Arendt on the topic of power politics and violence is similarly fundamental to political science, though often distant from theories of international relations and political realism. Hannah Arendt's conception of politics assumes the human role of tending to the world in a realist sense, prescribing a fundamental, creative role for power in political activity. This project links E.H. Carr and Hannah Arendt to better delineate the role of realism and utopia in the study of politics and social change. It produces two important findings. First, I demonstrate that Carr's critique in *The Twenty Years' Crisis* is aimed at an unfounded moralization of politics and violence—not utopianism as usually understood. Second, the project produces a methodological analysis of the uses of utopia and realism for appraising the deployment of power, violence, and conflict in politics. This paper discusses the possibilities of a reality and utopia within the parameters of today's unpredictable political world.

*2019 Special Focus - Global flows, diversified realities***The Constitution of Capital: Achille Mbembe and the Critique of Capitalism**

Owen Brown, PhD Student, Political Science, Northwestern University, Evanston, IL, United States

There is a contemporary tendency to view economics, and by extension political economy, as following essentially eternal law-like regularities, thereby discounting and overlooking its contingency and historical instantiation. One factor commonly ignored in the contemporary literature in political economy is race, its connection to colonialism, and imbrications with the capitalist economy. However, numerous works that are not ostensibly works of political economy have devoted at least part of their analyses to connections between race and capitalism, and to how this racialised economy has become an ineluctable aspect of the modern condition. One scholar whose varied work has connected race, politics, and economics is political theorist and philosopher Achille Mbembe, whose recent volume, *Critique of Black Reason*, offers a subtle yet incisive critique contemporary and historical capitalism through a novel conceptualisation of race and Blackness. Moreover, Mbembe's book can be read as an invitation to scholars of political economy to further examine the interconnectedness of colonialism, race, and capitalism, taking his somewhat cursory exploration and extending it across disciplines to uncover the ways in which race structures economic order. As such, in this paper, I offer a reading of Mbembe's analysis of capitalism and its racialised nature, connecting it to other theorists and thinkers of race and the colonial, as well as to the literature on the political economy of difference, in order to draw out the possible ways in which an analytic of race might, and indeed should be, taken up and recognised by scholars of political economy.

*Civic and Political Studies***Utilizing a Multi-disciplinary Framework for Analyzing and Developing Family-centered Public Policies: A Family-In-Environment Perspective**

Dr. John Vafeas, Chair and Professor, Social Work, Kutztown University of Pennsylvania

Barbe Fogarty, DSW Student, Kutztown University, United States

Dr. Janice Gasker, Kutztown University

The family-in-environment (FIE) perspective represents a paradigmatic shift in how social welfare programs and practices are conceptualized and delivered. FIE, and its goal of family-focused services, has had an "uneven but persistent and growing influence on social welfare policy and practice world-wide (Gasker & Vafeas, 2010). A family-centered approach seeks to empower families by redefining their role as experts and equal participants in structuring services and policies that directly affect them. The family policy continuum (Lawson, Briar-Lawson, Hennon, & Jones, 2001) provides a useful framework for analyzing how current policy debates reflect this family-centered ideal. This paper describes the process of applying the family policy continuum to state-level legislative policy debates in order to identify public discourses that support or undermine family-centered initiatives. Such an analysis is critical for advocates who wish to promote the development of sustainable, family-centered policies that support and strengthen family well-being.

*Social and Community Studies***Reality, Truth, and the Effect of Science on the Behavior of Human Society**

Roger Ellman, The-Origin Foundation

The point of view that the questions, "What is truth?" and "What is real?" are meaningless is not only incorrect but negative and harmful in its suppression of inquiry and progress that could otherwise take place. That state of affairs has existed for so many human lifetimes that it has essentially implanted in our collective and individual thinking the incorrect belief that there is no absolute truth. We have gone from inability to determine the truth to non-belief in its existence and then to belief that truth, and reality, are whatever we choose to believe them to be and can force on our fellows. The great damage that such thinking does is the license that it gives to create, choose, decide upon one's own "reality" and then act accordingly. Such thinking ultimately gives us war, rapine, holocausts, genocide. Science on the large scale, dealing with the fundamentals of reality and the universe, has always had a major effect on the non-scientific - social - general philosophic thinking of society and its leaders. And, upon Einstein's insistence that there is no absolute frame of reference, the probabilistic universe of quantum mechanics, and the distortion of Heisenberg uncertainty from measurement uncertainty to actual indeterminacy we can lay some of the responsibility for the horrors and tragedies of the twentieth and twenty-first centuries.

*Cultural Studies*

11:10-12:50

**PARALLEL SESSIONS**Room 3 -  
Sala  
Isóptica D**Tech Trends****Evoke: Digital Games, Empathy, and Social Change**

Amanda Rodriguez Espinola, Graduate Student, College of Media, Communication, and Information, University of Colorado, Boulder, Boulder, United States

The second half of the twentieth century saw the emergence of entertainment-education as an academic field with the purpose of implementing a media message that entertains and educates an audience, contributing to social change. As digital media increases its impact in a hyper-mediated society, digital games have acquired relevance as a source of popular culture and as a tool for entertainment-education purposes. Over the last couple of decades, international organizations like the United Nations and the World Bank have employed digital games to raise awareness about development and humanitarian issues. Originally, these games were directed to users in the Global North. However, in recent years, the movement of digital games for development has pushed for a more inclusive platform that integrates Global South participants in networks based on outgroup empathy and includes the diverse realities faced by the players. While research recognizes the potential of digital games as a mechanism to develop empathic behavior among users, there is a research gap in the study of digital games as tools that can enhance empathy among outgroups and the political-economic implications of their production. The purpose of this paper is to illustrate how digital games, based on their unique potential to facilitate the processes necessary for generating outgroup empathy, can operate as an important tool for international organizations carrying social change programming. The importance of the project lies in bringing together the fields of digital game studies and social change through the exploration of empathy building.

*2019 Special Focus - Global flows, diversified realities*

**Using ICT for Co-creation of Inclusive Public Spaces**

Aelita Skarzauskiene, Senior Researcher, Faculty of Creative Industries, Vilnius Gediminas Technical University, Kaunas, Lithuania

The paper aims at developing the strategies to increase the quality of public open spaces through Information and Communication Technologies (ICT) by influencing positively co-creation and social cohesion effects. The proposed C3PLACES methodology offers a framework to evaluate and compare the interaction between people-places-technology and identify cases that can be potentially transformed into effective co-creation ecosystems. For C3PLACES framework, Digital Co-creation Index was developed consisting of three Sub-Indexes: Place Attractiveness Index, Digital Inclusiveness Index, Social Responsiveness Index. The data and information collected on selected public open spaces in Belgium, Italy, Lithuania and Portugal enables C3PLACES to analyze and compare expectations, behaviors, and attitudes of different user groups.

*Social and Community Studies*

**Online Dispute Resolution: Fair Passage for the Few or the Many?**

Dr Constantina Sampani, Senior Lecturer in Law, Social Sciences- School of Law, Roehampton University, London, United Kingdom

The rigorous deliberations of the United Nations Commission on International Trade Law (UNCITRAL) to create a global regulatory framework for Online Dispute Resolution (ODR) has failed to generate consensus amongst its participants. This paper analyses whether the ambition of UNCITRAL to develop an inclusive regulatory platform for ODR has fully considered the complexities of cutting across cultural boundaries and power (im)balances. The objective of this inquiry is to challenge the UNCITRAL's prevailing assumption that the a-territorial nature of technology facilitates homogeneity in ODR. To this end, the paper attempts to conceptualise the implications of globalisation and evolution of diverse cultures on ODR. The proposition is that an alternative approach will fundamentally be a combination of both cosmopolitan and legal pluralism in developing a mutually trusted platform of reference by all parties involved. The findings of the paper will inform policy makers and regulators, including those in UNCITRAL, to consider the role and interaction of various stakeholders across multiple communities in developing a framework for ODR. As such, the significance of this study lies in bringing out that the creation of the regulatory framework for ODR will need to be more deeply nuanced, due to its nature as a normative and legal hybrid, than currently envisaged by UNCITRAL.

*2019 Special Focus - Global flows, diversified realities*

Friday, 12 July

11:10-12:50	<b>PARALLEL SESSIONS</b>
<b>Room 4 - Sala Isóptica B</b>	<b>Pedagogical Considerations</b>  <b>Regarding the Concept Education for Sustainable Development in the School Curriculum of Cantabria: Between Global and Local Discourses</b> Isabel Pérez Ortega, Lecturer of Sociology of Education, Education, University of Cantabria, Santander, Spain In Spain, as in other parts of the world, the theoretical debate on the model of Education for Sustainable Development (ESD) includes the institutionalization through the school curriculum. The need to introduce an ESD model in the school curriculum is unquestionable. The author, guided by the methodology of deep hermeneutics analyzes and interprets two documents which are part of the Cantabrian school curriculum for basic education in order to identify the explicit manifestations of definitions or strategies to promote the ESD model. The ambiguous presence of ESD paradigm in this documents is explained by three aspects: a) It is made up of numerous and complex axioms that are difficult to interpret for politicians; b) It is based on global ideas, neither contemplates nor reflects upon local socio-cultural features of the schools in which they intend to be implemented; c) School activities based on ESD paradigm will result from a process of both redefining and adapting to global ideas towards local situations that happen in school. <i>Educational Studies</i> <b>Mental Health Challenges and Minority Serving College Campuses</b> Syeda Jesmin, Associate Professor, Sociology, University of North Texas at Dallas, Dallas, United States Iftexhar Amin, Associate Professor, Human Services, University of North Texas at Dallas, Dallas, United States Anxiety, stress, and suicidal ideation are common mental health problems experienced by the youths. First generation minority college students in particular are at elevated risks of feeling overwhelmed compared to their white counterparts. Prior research documents that while all college students face a variety of challenges, minority students often experience additional sources of psychological distress that can negatively affect their success in college. Mental health, therefore, is increasingly being recognized as a priority in many minority serving college campuses. The objective of this study is to examine the stigma and barriers to help seeking behavior among minority first generation college students. In-depth interviews were conducted guided by a set of open-ended questions. From the transcribed interviews, themes were identified, and then analyzed using the thematic coding strategy. Many of the youth participants had ever experienced substantial depression, anxiety disorder, or some mental illness symptoms. Lack of awareness about mental health services appeared to be a major barrier to seek help. Lack of skills about how to talk to someone about mental health problems appeared to be another reason for not seeking help. Recommendations/Implications: To reduce minority college students' stigma and encourage their help seeking behaviors, college campuses may consider making the mental health service information more accessible, and focus on providing skills to students on how to handle conversations regarding mental health issues. <i>Social and Community Studies</i>
12:50-13:30	<b>Lunch/Almuerzo</b>  <b>During lunch (included in the registration of the Congress) taking place in the garden, we invite you to visit the cultural proposal of handmade jewelry based on pre-Hispanic designs. Daniel Cortés López, recognized as one of the 200 great masters of Popular Art in Jalisco.</b>  <b>Durante el almuerzo (incluido en la inscripción del Congreso) que tendrá lugar en jardín les invitamos a visitar la propuesta cultural de joyería artesanal basada en diseños prehispánicos. La exposición se organiza por el grupo de artesanos liderados por el Maestro Daniel Cortés López, reconocido como uno de los 200 grandes maestros del Arte Popular en Jalisco.</b>
13:30-15:10	<b>PARALLEL SESSIONS</b>



13:30-15:10

**PARALLEL SESSIONS****Room 1 -  
Sala  
Isóptica A****Toward a Healthy Future****Interdisciplinarity and Urban Development: Innovative Planning towards Sustainable and Inclusive Cities**

Jean Claude Bolay, École Polytechnique Fédérale de Lausanne + Center for Cooperation and Development, Lausanne, Vaud, Switzerland

The urbanization of Southern countries poses major problems today in terms of social and economic disparities and territorial fragmentation. One-third of urban dwellers are globally considered poor and one billion people live in slums. Till now, urban planning has proved unable to offer solutions that are adapted to developing countries. Rethinking planning involves an interdisciplinary understanding of urban globality and a planning based on a transdisciplinary perspective. The work done for more than twenty years in Latin America, Africa, and Vietnam will serve to illustrate the thesis that we defend: planning is not a disciplinary field but a practice born from urbanism and architecture in the Northern countries and reproduced in the cities of the South. Taking into account its failures, urban planning must be redesigned at the crossroads of disciplines between urban planning, technical sciences, and social sciences, in order to better understand the urban complexity. In its practice, planning will be carried out in a transdisciplinary spirit, associating scientific and technical specialists with urban, public and private operators and representatives of civil society. The focal point of inter and transdisciplinary urban planning will then aim to better integrate all stakeholders in order to jointly identify needs and thus meet social demands in a coherent framework that takes into account human and financial resources. The priority objective is to make southern cities sustainable cities based on social inclusion, the fight against poverty and a spatial organization favoring the integration of all and respect for the natural and built environment.

*Social and Community Studies***Social Capital and Tolerance in Small U.S. Towns**

Nicholas Recker, Associate Professor, Sociology, Metropolitan State University of Denver, Denver, United States

This paper examines the relationship between social capital and perceptions of tolerance in small towns. Social capital theory would suggest potentially differing outcomes with regards to tolerance when social capital is disaggregated into bonding/bridging and structural/subjective. To examine this relationship, this study uses a unique data set comprised of ninety-nine small Iowa communities. Multiple regression is used to develop quantitative findings.

*Social and Community Studies***A Critical Analysis of Criminological Application in Responding to Violent Crimes: A Non-Empirical South African Study**

Smangele Shandu, Lecturer, Criminology and Forensic Studies, University of KwaZulu-Natal, Durban, South Africa

Jean Steyn, Dean, University of KwaZulu-Natal

The rising number of violent crimes across South Africa; murder and rape in reference, highlight the growing need for the South African Police Service (SAPS), to improve on management of these selected crimes. The statistics for 2017/18 show that murder has increased to 20,336 murders. This rate increased from 34.1 per 100,000 people to 35.8, in 2017/18, an average of fifty-six people were murdered every day, this crime is considered to be the most reliable crime statistic, because most murders can be independently verified. Whereas, rape recorded 40,035 rapes in 2017/18, an increase from 39,828 in 2016/17. An average of 110 rapes were recorded by the SAPS each day. The rape rate decreased from 71.3 per 100,000 people to 70.5 in 2017/18. however, negative notion suggests that rape statistics recorded by the police cannot be taken as an accurate measure of either the extent or trend of this crime. The authors used a non-empirical research design (systematic review) to find new knowledge on the topic for the past ten financial years (2008-2018). The findings showed that the contributory factors to violent crimes in South Africa are vast, resulting from ways of solving problems; subculture of violence, learning of violent and aggressive behaviour, among others and the local SAPS inadequately respond to murder and rape. The authors recommend that in order to effectively respond to murder and rape challenges; better training of SAPS personnel is sought, adequate intelligence to predict crimes is required, more resources, coupled with contingency plans and criminological analysis.

*Civic and Political Studies***Making Environmental Governance Work in Local Communities**

Rosa Bella Quindoza, Faculty Member, Department of Communication Research, Polytechnic University of the Philippines, Quezon City, Philippines

This paper documents experiences and initiatives of selected Philippine localities in environmental governance. It is premised on the concepts of environmental governance that rests upon the meaningful involvement of people in environmental decision-making, particularly those people affected locally and sustainable development implementation which should be based on local level initiatives designed with and by the local communities. It looks at the policy environment, people's participation, and local communication and indigenous knowledge systems that present opportunities and challenges to local environmental management. Findings help enhance the current understanding of local cultural and policy dimensions in responding to environmental concerns and threats. Results also provide insights on how localities and other local advocates can engage members of the community and policy and decision makers in the advocacy and action for the environment.

*Environmental Studies*

Friday, 12 July

13:30-15:10

PARALLEL SESSIONS

Room 2 -  
Sala  
Isóptica C

Workshops

**Post-Soviet Central Asia: Diversified Realities in a Global Context**

Monica Ketchum, Professor of History, History, Arizona Western College, Yuma, Arizona, United States

Alison Ollinger Riefstahl, Professor of History/Government, New Mexico Junior College

Heather Christensen, Librarian/English Instructor, Portales High School

Independence, whether gained in the long nineteenth century or granted in the post-WWII era, is a watershed moment for fledgling nations.

Selecting national symbols, establishing capitals, and choosing the official language(s) all play a role in projecting an image to the world.

Independence offers nations the opportunity to rewrite--or reframe--history, in order to create a national narrative. As newly independent nations seek to establish their global position, they must decide which facets of their identity to promote internally and externally. Three Fulbright-Hays scholars will share how their project in Kazakhstan and Uzbekistan informed their understanding of independence in the Americas and the diverse realities burgeoning nations confront. The workshop includes exploration of lesson plans that consider the designing of purposeful capital cities in Central Asia, the Americas, and Australia; the language of independence--past, present, and future--with an emphasis on Kazakhstan, Uzbekistan, and the US borderlands; and creating national narratives: historical, inspirational, and aspirational. Attendees will have access to dynamic resources, including lesson plans, created by the presenters.

*2019 Special Focus - Global flows, diversified realities*



13:30-15:10	<b>PARALLEL SESSIONS</b>
<p><b>Room 3 - Sala Isóptica D</b></p>	<p><b>Workshops</b></p> <p><b>Communications and Media Studies: Balancing the “Social” and the “Science” to Inspire Academic Excellence</b>            Dr. Ellen Derwin, Brandman University            Dr. Leigh Ann Wilson, Brandman University            Social Science disciplines are typically shaped by leaders in fields such as sociology, economics, psychology, and history. Communications and Media Studies, however, lives academically within and alongside many social science and other disciplines. With the omnipresence of global social media, “practitioners” are noticeable in everyday life outside of academia and range widely in age and experience. We could argue that anyone posting, tweeting, blogging and the like is a journalist, and we cannot deny everyone is a communicator. As a result of ever-present media in daily life, faculty at Brandman University observed that many students in their Bachelor’s degree program in Communications and Media tend to address assignments superficially as informal citizen practitioners rather as future communications professionals. Yet it is paramount for students to understand the “science” and not just the “social” component of social science in the media/communications field. This workshop will address pedagogical approaches to helping students dig deeper and prepare for careers. Participants will engage in activities to meet this challenge. They will also critique and brainstorm assignments that require the application of critical thinking skills and demonstrate relevance in the professional world. This session is relevant for faculty seeking to encourage students to go beyond the casual relationship with communications and media and inspire them to apply a sophisticated scientific lens to their studies. The session is also applicable to employers seeking to improve their pool of candidates by sharing ideas for student projects representing needs in the current and future workplace.  <i>Communication</i></p> <p><b>Building Relational Trust Beginning with Myself: Self-Reflection as an Equity Tool for Teachers</b>            Dorothy Shapland, Assistant Professor , Special Education, Culturally Linguistically Diverse &amp; Early Childhood Education, Metropolitan State University of Denver            To successfully lead, reach, and teach a culturally and linguistically diverse set of students, teachers must become culturally responsive practitioners (Gay, 2002). The first steps in this journey center on self-examination and building relational trust with students (Gay 2013) in order to develop affirming views of students from diverse backgrounds (Villegas &amp; Lucas, 2002). While this is true globally, it is also essential that this journey be driven by local context in order to effect educational change (Gay, 2015). Through discussion, reflection, and goal setting, participants will examine Culturally Responsive Teaching as a teacher’s journey toward building stronger relationships within a specific community context so that every child can equitably express their own perspective in the classroom. Using personal identity, experience and background as the starting place, participants will explore ways to reach more students, without shame or blame for what was not known previously. Participants will consider their own background and perspectives as a jumping off point for more cultural responsiveness within their own community of learners, and develop tools for self-reflecting and supporting every student they encounter more equitably.  <i>Educational Studies</i></p>



Friday, 12 July

13:30-15:10	<b>PARALLEL SESSIONS</b>
<b>Room 4 - Sala Isóptica B</b>	Spanish session
15:10-15:25	Coffee Break/Pausa para el café
15:25-16:40	<b>PARALLEL SESSIONS</b>



15:25-16:40

**PARALLEL SESSIONS**Room 1 -  
Sala  
Isóptica A**Systems and Structures****A More Perfect Union: Identifying the Relationship Between Political Efficacy and Voting Behavior in University Students in the US 2018 Midterm Election**

Sarah Erickson, Assistant Professor, Communication, Trinity University, San Antonio, TX, United States

Emily Bourgeois, Undergraduate Student, Trinity University, United States

America has one of the lowest voter-turnout rates in the developed world (Pew Research, 2018). Voting behavior, which is already low, is then stratified across race, age, and socioeconomic status (Krogstad et. al. 2017). The youngest portion of America's electorate, late millennials and early post-millennials, have among the lowest voter turnout across age groups. To better understand this voting bloc, it is imperative to study their relationship to the political system. Moreover, it is important to understand whether a lack of millennial participation is the result of the individual or the result of a fundamentally flawed system. Therefore, the present study seeks to understand the relationship between internal political efficacy, (one's internal confidence in their ability to participate in the system) external political efficacy, (one's belief in the ability of their vote to affect the current system at hand), and voting behavior. We surveyed a sample of two hundred and fifty undergraduate students to examine these relationships. While there was a correlation found between high internal and external political efficacy and increased voting behavior, the average participant had a low external political efficacy score and a high internal political efficacy score. We found that the average participant has confidence in themselves to participate in the system but low confidence in the system itself. Ultimately, this study identified a fatal malady of the political system: an educated portion of the electorate with no true belief in the adaptability of its government.

*Civic and Political Studies***Why Are So Few Africans at Work in Ireland? : Immigration Policy and Labour Market Disadvantage**

Philip O'connell, Professor/ Director, Geary Institute for Public Policy, University College Dublin, Dublin, Ireland

This paper explores why African immigrants have poor labour market outcomes in Ireland, with very low employment and exceptionally high unemployment rates. The analysis draws on the 2011 Census to examine outcomes for different groups of immigrants. Controlling for individual characteristics suggests that the labour market disadvantages suffered by Africans cannot be attributed to compositional differences: Africans in Ireland are a relatively well-educated group concentrated in the prime working-age groups. The paper investigates an alternative explanation that suggests that the African disadvantage may be due to the policy of excluding asylum seekers from the labour market. I create a novel measure of the risk of exposure to the Irish asylum system by expressing the number of asylum seekers in years prior to the 2011 Census as a proportion of the Irish-resident population from each country. This asylum risk variable is found to influence labour market outcomes, reducing employment and increasing unemployment chances. Moreover, its inclusion in the models also reduces the effects of African group membership. Even controlling for individual characteristics and risk of exposure to the asylum system, there remains a substantial residual African disadvantage in both employment and unemployment, which may be due to discriminatory practices by employers.

*Global Studies***Labor and Employment Governance in a Federal Philippines: A Policy Delphi-Survey Study**

John Emmanuel Villanueva, Senior Labor and Employment Officer, Employment Research Division (ERD), Department of Labor and Employment-Institute for Labor Studies (DOLE-ILS), Manila, Metro Manila, Philippines

As federalism continues to gain significant traction under the current administration of President Rodrigo Roa Duterte, this research strives to provide guidance for the Department of Labor and Employment (DOLE) and other concerned policy/decision makers in delineating labor and employment governance within the context of a federal system of government for the Philippines—what areas belong to the federal government's exclusive jurisdiction, what aspects fall within the sole dominion of the regional governments, and what areas require shared responsibilities between the two tiers. Banking on an exploratory, mixed-methods approach, preferences and views of 'experts'/informed advocates from concerned stakeholder groups at the national level, as well as tripartite representatives at the regional level, were gathered and analyzed to provide an ideal governance set-up for the labor and employment sector in a 'Federal Philippines'.

*Civic and Political Studies*

15:25-16:40

## PARALLEL SESSIONS

Room 2 -  
Sala  
Isóptica C

## Shifting Communities

**Ethnic Civil Society: The Case of Roma Community in Turkey**

Omer Caha, Prof. of Political Science, Political Science and International Relations, Istanbul Sabahattin Zaim University, Istanbul, Turkey

This paper focuses on civil society developed by Roma people in Turkey. Following the “Roma Initiative” started by the Turkish government in 2009 Romani leaders have established nation-wide as well as local associations which organize and bring Romani people together. In almost all cities that Romani people live there is an organization which established and affiliated by the Romani people only. City-based associations are the branch of nation-wide organizations which have been organized under the title of federation or confederation. Based upon the findings of a project supported by the Scientific and Technological Research Council of Turkey (TÜBİTAK) that I conducted with a group of my colleagues in twelve cities, my paper analyzes how Romani civil society organizations construct the case of what can be called “ethnic civil society”. Civil society is assumed to be based upon voluntary participation of individuals in reaching certain aims. Common hobbies as well as joint political, ideological, or religious values are the motives that bring participants together. In such organizations we expect that the participants of civil society organizations have different backgrounds. In the case of Roma civil society organizations, however, we see a homogeneous profile of the participants. In my paper I will shed light on such questions as how active Roma civil society organizations are, how they bridge between government and Roma community, and how they can succeed to mobilize the Roma people in defending their rights and in benefiting from public services?

*Social and Community Studies*

Friday, 12 July	
15:25-16:40	<b>PARALLEL SESSIONS</b>
Room 4 - Sala Isóptica B	Spanish Session
16:40-17:10	<b>Conference Closing &amp; Award Ceremony/Clausura del Congreso</b>
	<p>Come join the plenary speakers and your fellow delegates for the Fourteenth International Conference on Interdisciplinary Social Sciences Closing Session and Award Ceremony, where there will be special recognition given to those who have helped at the conference as well as announcements for next year's conference. The ceremony will be held at the plenary room of Universidad Autónoma Metropolitana directly following the last session of the day.</p> <p>Únase a los ponentes plenarios y otros ponentes en la clausura del Congreso y ceremonia de entrega de reconocimientos donde se reconocerá la labor de todos aquellos que han hecho posible la celebración de Congreso y se anunciará el Congreso del próximo año. La ceremonia tendrá lugar en el sala plenaria de la Universidad Autónoma Metropolitana a continuación de la última sesión de la jornada.</p>





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Odra Saucedo	Universidad Anáhuac México	México
Anne Scheer	Southern Illinois University School of Medicine	United States
Peter Schubert	Indiana University - Purdue University Indianapolis	United States
Carol Scotton	Knox College	United States
Paola Andrea Sepúlveda Grisales	Universidad Nacional Autónoma de México	México





Karla Daniela Serrano Moreno	Benemérita Universidad Autónoma de Puebla	México
Smangele Shandu	University of KwaZulu-Natal	South Africa
Dorothy Shapland	Metropolitan State University of Denver	United States
Moshe Sharabi	Yezreel Valley Academic College	Israel
Kitzia Isabel Sicairos Escobar	Universidad Autónoma de Sinaloa	México
Carlos Sierra Becerra	El Colegio de Morelos	México
Tomás Silva Montealegre	Universidad Autónoma Metropolitana	México
Luis Sime	Pontificia Universidad Católica del Perú	Perú
Janelle Simmons	Liberty University	United States
Aelita Skarzauskiene	Vilnius Gediminas Technical University	Lithuania
Eska Elena Solano Meneses	Tecnológico de Monterrey Campus Toluca	México
Jalil Sotomayor	Universidad del Pacífico	Perú
Joscimar Souza Silva	Universidade Federal de Minas Gerais	Brasil
Ana Paula Stocker	Instituto Tecnológico Superior de Los Reyes	México
Samantha Strine	University at Albany	United States
Judith Stull	LaSalle University	United States
José Luis Suárez Domínguez	Universidad Veracruzana	México
Flavio Suárez Muñoz	Comisión Estatal de los Derechos Humanos de Michoacán	México
Ruth Sumba	Universidad Estatal del Sur de Manabí	Ecuador
Scott Sworts	Oxford-Brookes University	United Kingdom
Ana Tamarit Rodríguez	Universidad Estatal de Milagro	Ecuador
Diego Tapia Núñez	Universidad Estatal de Milagro	Ecuador
Lorena Tavera Peña	Institución Universitaria Antonio José Camacho	Colombia
Diana Teran	Universidad Estatal de Milagro	Ecuador
Octavio Tixtha López	Universidad Pedagógica Nacional	México
Miguel Torres	Universidad de Manizales CINDE	Colombia
Berenice Torres	Benemérita Universidad Autónoma de Puebla	México
Pei Tsai	Shih Hsin University in Taiwan	Taiwan
Gerardo Tunal Santiago	Universidad Autónoma Metropolitana	México
Nelson Turgo	Cardiff University	United Kingdom
Eduardo Tzili-Apango	Universidad Autónoma Metropolitana	México
Maria Urbanczyk	Pontificia Universidad Javeriana de Bogotá	Colombia
Ivette Urquijo	Universidad de Cartagena	Colombia
María Paula Valarezo	Universidad Casa Grande	Ecuador
Alejandra Valencia Cruz	Universidad Nacional Autónoma de México	México
Jessica Valenzuela Palomares	Universidad Autónoma Metropolitana	México
Baiju Vareed	Robbins Health Learning Center	Canada
Víctor Manuel Varela Rodríguez	Universidad Autónoma de Nayarit	México
Zady Franscellia De San José Vargas Espíndola	Universidad Autónoma Chapingo	México
Edgar Vásquez Acosta	Universidad Privada Antenor Orrego	Perú
Carlos Vásquez Fajardo	Universidad Estatal de Milagro	Ecuador
Olivia Velarde Hermida	Universidad Complutense de Madrid	España
Yolanda Velázquez	Universidad Autónoma de Tamaulipas	México
Laura Velázquez Peña	Instituto Tecnológico Superior de Irapuato	México
Daisy Angélica Vidal Gutiérrez	Universidad de Concepción	Chile
Luz del Carmen Vilchis Esquivel	Universidad Nacional Autónoma de México	México





Juan Carlos Villa Soto	Universidad Nacional Autónoma de México	México
John Emmanuel Villanueva	Department of Labor and Employment-Institute for Labor Studies	Philippines
Paola Villegas	Northwestern University	United States
Adriana Villegas Botero	Universidad de Manizales	Colombia
Juan José Vizcaíno Figueroa	Universidad Técnica de Cotopaxi	Ecuador
Robert R. Weaver	Rowan University	United States
Niki Weller	Indiana University	United States
Joseph Williams	Louisiana Tech University	United States
Leigh Ann Wilson	Brandman University	United States
Maluleke Witness	University of Limpopo	South Africa
Beatriz Xavier	Nursing School of Coimbra	Portugal
Axler Yépez	Universidad del Pacífico	México
Elke Yerovi Ricaurte	Universidad Agraria del Ecuador	Ecuador
Guanghai Yu	The University of Hong Kong	China
Helen Yu	Villanova University	United States
Alfredo Ricardo Zárate Valencia	Universidad Autónoma de Guerrero	México
Paulina Zavala García	Universidad Nacional Autónoma de México	México
Blanca Yaquelin Zenteno Trejo	Benemérita Univesidad Autónoma de Puebla	México
Xiomara Zúñiga Santillán	Universidad Estatal de Milagro	Ecuador







## Seventeenth International Conference on Books, Publishing & Libraries

University of Granada  
Granada, Spain | 5 July 2019  
[booksandpublishing.com/2019-conference](http://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](http://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](http://interdisciplinasocial.com/congreso-2019)



## Twenty-sixth International Conference on Learning

Queen's University Belfast  
Belfast, UK | 24–26 July 2019  
[thelearner.com/2019-conference](http://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](http://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](http://ontheimage.com/2019-conference)



## Aging & Social Change: Ninth Interdisciplinary Conference

University of Vienna  
Vienna, Austria | 16–17 September 2019  
[agingandsociety.com/2019-conference](http://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](http://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](http://saludsociedad.com/congreso-2019)



## Fourth International Conference on Communication & Media Studies

University of Bonn  
Bonn, Germany | 26–28 September 2019  
[oncommunicationmedia.com/2019-conference](http://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](http://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](http://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](http://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](http://onsustainability.com/2020-conference)

# COMMON GROUND | Conference Calendar



## **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](http://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](http://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](http://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](http://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](http://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](http://ubi-learn.com/2020-conference)



## **XVI Congreso Internacional de Tecnología, Conocimiento y Sociadagies**

Universidad del Egeo - Campus Rodas  
Rodas, Grecia | 23–24 de abril de 2020  
[tecno-soc.com/congreso-2020](http://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](http://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](http://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](http://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](http://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](http://la-organizacion.com/congreso-2020)



## **Thirteenth Global Studies Conference**

Concordia University  
Montreal, Canada | 4–5 June 2020  
[onglobalization.com/2020-conference](http://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](http://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](http://ladiversidad.com/congreso-2020)



## **Eleventh International Conference on Sport & Society**

University of Granada  
Granada, Spain | 18–19 June 2020  
[sportandsociety.com/2020-conference](http://sportandsociety.com/2020-conference)



## **Fifth International Conference on Tourism & Leisure Studies**

University of Dubrovnik  
Dubrovnik, Croatia | 18–19 June 2020  
[tourismandleisurestudies.com/2020-conference](http://tourismandleisurestudies.com/2020-conference)



## **Fifteenth International Conference on The Arts in Society**

NUI Galway  
Galway, Ireland | 24–26 June 2020  
[artsinsociety.com/2020-conference](http://artsinsociety.com/2020-conference)



## **Eighteenth International Conference on Interdisciplinary Social Sciences**

Ca' Foscari University of Venice  
Venice, Italy | 1–3 July 2020  
[thehumanities.com/2020-conference](http://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](http://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](http://booksandpublishing.com/2020-conference)



## **Twenty-seventh International Conference on Learning**

University of Valencia  
Valencia, Spain | 13–15 July 2020  
[thelearner.com/2020-conference](http://thelearner.com/2020-conference)



## **XXVII Congreso Internacional de Aprendizaje**

Universidad de Valencia  
Valencia, España | 13–15 de julio de 2020  
[sobreadaprendizaje.com/congreso-2020](http://sobreadaprendizaje.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](http://thesocialsciences.com/2020-conference)



## **XV Congreso Internacional de Ciencias Sociales Interdisciplinares**

Universidad de Atenas  
Atenas, Grecia | 20–22 de julio de 2020  
[interdisciplinasocial.com/congreso-2020](http://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](http://healthandsociety.com/2020-conference)



## **X Congreso Internacional de Salud, Bienestar y Sociedad**

Université de la Sorbonne Nouvelle Paris 3  
Paris, Francia | 3–4 de septiembre de 2020  
[saludsociedad.com/congreso-2020](http://saludsociedad.com/congreso-2020)



## **Thirteenth International Conference on the Inclusive Museum**

Museum of Lisbon  
Lisbon, Portugal | 3–5 September 2020  
[onmuseums.com/2020-conference](http://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](http://museosinclusivos.com/congreso-2020)

Fifteenth International Conference on  
**Interdisciplinary Social Sciences**

*Reflecting on Community Building:  
Ways of Creating and Transmitting Heritage*

National and Kapodistrian University of Athens  
Athens, Greece  
20–22 July 2020

**Call for Papers**

We invite proposals for paper presentations, workshops/  
interactive sessions, posters/exhibits, colloquia, innovation  
showcases, virtual posters, or virtual lightning talks.

**Returning Member Registration**

We are pleased to offer a Returning Member Registration  
Discount to delegates who have attended the Interdisci-  
plinary Social Sciences Conference in the past. Returning  
research network members receive a discount off the full  
conference registration rate.

[thesocialsciences.com/2020-conference](https://thesocialsciences.com/2020-conference)  
[thesocialsciences.com/2020-conference/call-for-papers](https://thesocialsciences.com/2020-conference/call-for-papers)  
[thesocialsciences.com/2020-conference/registration](https://thesocialsciences.com/2020-conference/registration)

XV Congreso Internacional de

**Ciencias Sociales Interdisciplinarias**

*Reflexiones sobre Construcción Comunitaria:  
Modos de creación y transmisión del patrimonio*

Universidad Nacional Kapodistriaca de Atenas  
Atenas, Grecia  
20-22 de julio de 2020

[interdisciplinasocial.com/congreso-2020](https://interdisciplinasocial.com/congreso-2020)  
[interdisciplinasocial.com/congreso-2020/convocatoria-propuestas](https://interdisciplinasocial.com/congreso-2020/convocatoria-propuestas)  
[interdisciplinasocial.com/congreso-2020/inscripcion](https://interdisciplinasocial.com/congreso-2020/inscripcion)