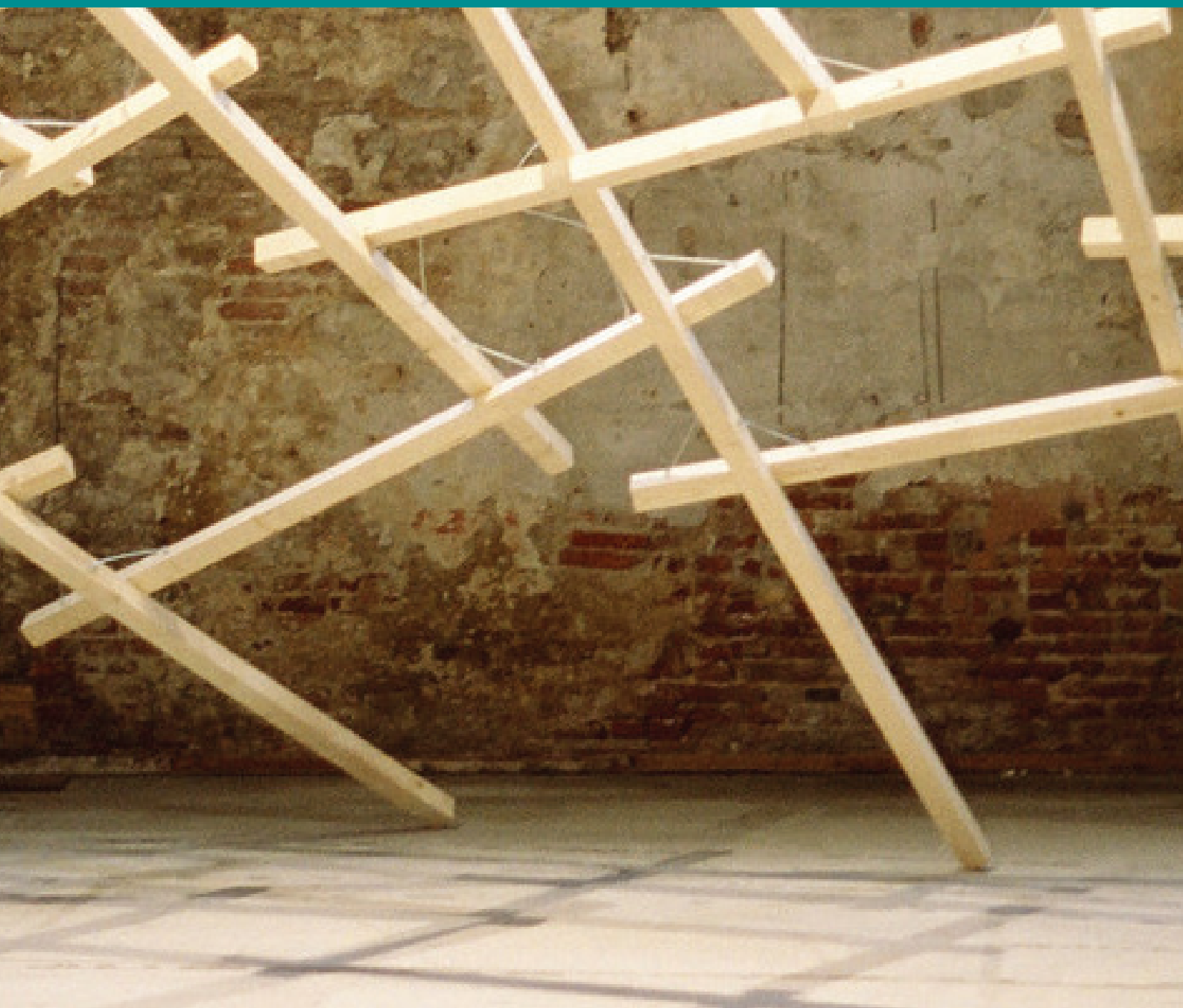


Fifteenth International Conference on New Directions in the Humanities

New Directions of the Humanities in a Knowledge Society

5-7 JULY 2017 | IMPERIAL COLLEGE LONDON | LONDON, UK | THEHUMANITIES.COM



Fifteenth International Conference on New Directions in the Humanities

“New Directions of the Humanities in a Knowledge Society”

5–7 July 2017 | Imperial College London | London, UK



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 COMMON GROUND

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

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www.cgnetworks.org

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Designed by Ebony Jackson
Cover image by Phillip Kalantzis-Cope



Common Ground USA

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Dear New Directions in the Humanities Delegates,

Welcome to London and to the Fifteenth International Conference on New Directions in the Humanities. The New Directions in the Humanities Research Network—its conference, journal collection, and book imprint—was created to explore established traditions in the humanities as well as innovative practices that set a renewed agenda for their future.

First held at the University of the Aegean on the island of Rhodes in Greece in 2003, the International Conference on New Directions in the Humanities has moved its location each year to different countries and continents, each offering its own perspectives on the human condition and the current state of studies of the human. Since 2003, the conference has since been hosted at Monash University Centre, Prato, Italy, in 2004; Cambridge University, Cambridge, UK, in 2005; University of Carthage in Tunis, Tunisia, in 2006; The American University of Paris, Paris, France, in 2007; Fatih University, Istanbul, Turkey, in 2008; the Friendship Hotel in Beijing, China, in 2009; the University of California, Los Angeles, USA, in 2010; the Universidad de Granada, Granada, Spain, in 2011; the Centre Mont Royal in Montreal, Canada, in 2012; Eötvös Loránd University, Budapest, in 2013; CEU San Pablo University, Madrid, Spain, in 2014; the University of British Columbia in Vancouver, Canada, in 2015; the University of Illinois at Chicago, USA, in 2016, and next year, we are pleased to hold the conference at the University of Pennsylvania, USA, 5–7 July 2018.

Conferences can be ephemeral spaces. We talk, learn, get inspired, but these conversations fade with time. This Research Network supports a range of publishing modes in order to capture these conversations and formalize them as knowledge artifacts. We encourage you to submit your research to the New Directions in the Humanities Journal Collection. We also encourage you to submit a book proposal to the New Directions in the Humanities Book Imprint.

In partnership with our Editors and Research Network Partners, the New Directions in the Humanities Research Network is curated by Common Ground Research Networks. Founded in 1984, Common Ground Research Networks is committed to building new kinds of research networks, innovative in their media and forward thinking in their messages. Common Ground Research Networks takes some of the pivotal challenges of our time and builds knowledge communities 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 is a meeting place 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.

Thank you to everyone who has prepared for this conference. A personal thank you goes to our Common Ground colleagues who have put such a significant amount of work into this conference: Grace Chang, Julia Lin, Megan Welter, Caitlyn D'Aunno, and Jessica Wienhold-Brokish.

We wish you the best for this conference and hope it will provide you every opportunity for dialogue with colleagues from around the corner and around the globe. We hope you will join us at next year's New Directions in the Humanities Conference, 5–7 July 2018 in Philadelphia, USA.

Yours sincerely,

Dr. Phillip Kalantzis-Cope
Chief Social Scientist, Common Ground Research Networks



Our Mission

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

Our Message

Heritage knowledge systems are characterized by vertical separations—of discipline, professional association, institution, and country. Common Ground identifies some of the pivotal ideas and challenges of our time and builds research networks that cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of the 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 is a meeting place for these conversations, shared spaces in which differences can meet and safely connect—differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. We strive to create the places of intellectual interaction and imagination that our future deserves.

Our Media

Common Ground creates and supports research networks through a number of mechanisms and media. Annual conferences are held around the world to connect the global (the international delegates) with the local (academics, practitioners, and community leaders from the host research network). Conference sessions include as many ways of speaking as possible to encourage each and every participant to engage, interact, and contribute. The journals and book series offer fully-refereed academic outlets for formalized knowledge, developed through innovative approaches to the processes of submission, peer review, and production. The research network also maintains an online presence—through presentations on our YouTube channel, quarterly email newsletters, as well as Facebook and Twitter feeds. And Common Ground's own software, **Scholar**, offers a path-breaking platform for online discussions and networking, as well as for creating, reviewing, and disseminating text and multi-media works.

New Directions in the Humanities Research Network

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



The New Directions in the Humanities Research Network is brought together by a shared commitment to the humanities and a concern for their future. The research network interacts through an innovative, annual face-to-face conference, as well as year-round online relationships, a collection of peer reviewed journals, and book series—exploring the affordances of new digital media.

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.

Publishing

The New Directions in the Humanities Research Network enables members to publish through two media. First, research 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 the peer review process. The New Directions in the Humanities Journal Collection provides a framework for double-blind peer review, enabling authors to publish into an academic journal of the highest standard. The second publication medium is through the book imprint, New Directions in the Humanities, publishing cutting edge books in print and electronic formats. Publication proposal and manuscript submissions are welcome.

Community

The New Directions in the Humanities Research Network offers several opportunities for ongoing communication among its members. Any member may upload video presentations based on scholarly work to the research network YouTube channel. Quarterly email newsletters contain updates on conference and publishing activities as well as broader news of interest. Members may also join the conversation on Facebook and Twitter or explore our new social media platform, **Scholar**.



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

Theme 1: Critical Cultural Studies

- Examining critical perspectives on academic disciplines; how traditional disciplines remain constant or must respond to changes in humans' relationships to each other, to society, technology, and the environment
- Considering ways of knowing, shifts in conceptual frameworks and research methodologies
- Proposing new directions for humanities studies
- Interdisciplinary and multidisciplinary humanities
- The relationship of humanities to other knowledge domains (technology, science, economics)
- Making knowledge: research in the humanities
- Subjectivity and objectivity, truth and relativity
- Philosophy, consciousness and the meanings of meaning
- Geographical and archeological perspectives on human place and movement
- The study of humans and humanity, past and present
- The future of humanities

Examining the forms and effects of human representation and communication

Theme 2: Communications and Linguistics Studies

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

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

Theme 3: Literary Humanities

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



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

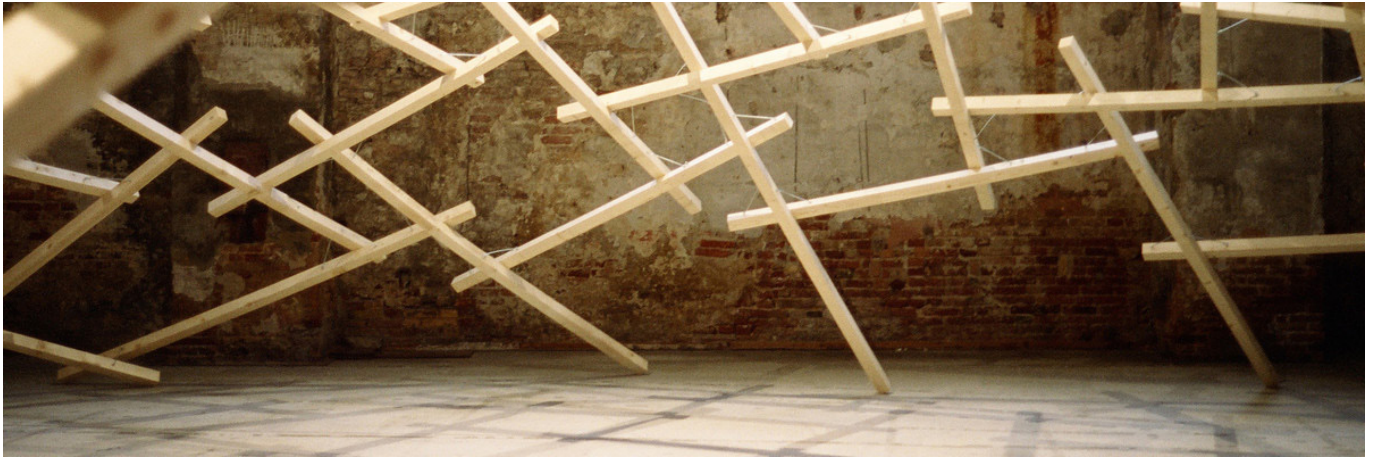
Theme 4: Civic, Political, and Community Studies

- Affinities and affiliations and their impacts on relationships within and across cultures
- Issues of policy, governance, and controls over populations within and across nations
- The human condition in an era of globalization
- Human formations: families, institutions, organizations, states and societies
- Human expressions: values, attitudes, dispositions, sensibilities
- Human differences: gender, sexuality, families, race, ethnicity, class, (dis)ability
- Affinities: citizenship and other forms of belonging
- Globalization and its discontents
- Diversity: dialogue as a local and global imperative
- The dynamics of identity in culture
- Immigration, refugees, minorities and diaspora
- Internationalism, globalism, multiculturalism, cosmopolitanism
- Human rights
- Human violence and peace
- Governance and politics in society

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

Theme 5: Humanities Education

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



New Directions of the Humanities in a Knowledge Society

The disciplinary strands of the humanities are fundamentally connected by the processes of knowing. This is not just any kind of knowing, but knowing who “we” are as human beings and as persons—our flaws, our aspirations, the nature of our differences, and our connections with one another. Within the context of the imaginary and reality of a knowledge society, a society defined today by the mediation of digital technologies, how might the established traditions, as well as new innovative practices, in the humanities set a renewed agenda for our future? How might they challenge the meaning, purpose, and outcomes of the knowledge society? What is the role of the humanities scholar as an agent of change? How does knowing in the academy become action in the world?



Humanities-Science-Technology

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

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

Humanities-Economy-Commerce

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

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



The Humanities Themselves

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

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

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

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

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

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

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



About

The New Directions in the Humanities Research Network is dedicated to the concept of independent, peer-led groups of scholars, researchers, and practitioners working together to build bodies of knowledge related to topics of critical importance to society at large. Focusing on the intersection of academia and social impact, the New Directions in the Humanities Research Network brings an interdisciplinary, international perspective to discussions of new developments in the field, including research, practice, policy, and teaching.

Membership Benefits

As a New Directions in the Humanities Research Network member you have access to a broad range of tools and resources to use in your own work:

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



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NewDirectionsintheHumanities](http://www.facebook.com/NewDirectionsintheHumanities)

@onthehumanities

#ICNDH17

Present and Participate in the Conference

You have already begun your engagement in the research network by attending the 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 research network colleagues that will continue well into the future.

Publish Journal Articles or Books

We encourage you to submit an article for review and possible publication in the journal. In this way, you may share the finished outcome of your presentation with other participants and members of the research network. As a member of the research network, you will also be invited to review others' work and contribute to the development of the network knowledge base as a Reviewer. As part of your active membership in the research network, you also have online access to the complete works (current and previous volumes) of journal and to the book imprint. We also invite you to consider submitting a proposal for the book imprint.

Engage through Social Media

There are several ways to connect and network with research network colleagues:



Email Newsletters: Published quarterly, these contain information on the conference and publishing, along with news of interest to the research network. Contribute news or links with a subject line 'Email Newsletter Suggestion' to support@thehumanities.com.



Scholar: Common Ground's path-breaking platform that connects academic peers from around the world in a space that is modulated for serious discourse and the presentation of knowledge works.



Facebook: Comment on current news, view photos from the conference, and take advantage of special benefits for research network members at: <http://www.facebook.com/NewDirectionsintheHumanities>.



Twitter: Follow the research network @onthehumanities and talk about the conference with #ICNDH17.



YouTube Channel: View online presentations or contribute your own at <http://cgnetworks.org/support/uploading-your-presentation-to-youtube>.



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

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

- **David Christian**, San Diego State University, San Diego, USA
- **Joan Copjec**, Brown University, Providence, USA
- **Mick Dodson**, Australian National University, Canberra, Australia
- **Oliver Feltham**, American University of Paris, Paris, France
- **Hafedh Halila**, Institut Supérieur des Langues de Tunis, Tunis, Tunisia
- **Souad Halila**, University of Tunis, Tunis, Tunisia
- **Ted Honderich**, University College, London, UK
- **Asunción López-Varela Azcárate**, Universidad Complutense de Madrid, Madrid, España
- **Eleni Karantzola**, University of the Aegean, Rhodes, Greece
- **Krishan Kumar**, University of Virginia, Charlottesville, USA
- **Marion Ledwig**, University of Nevada, Las Vegas, USA
- **Harry R. Lewis**, Harvard University, Boston, USA
- **Juliet Mitchell**, Jesus College, Cambridge University, Cambridge, UK
- **Tom Nairn**, Durham University, Durham, UK
- **Nikos Papastergiadis**, The University of Melbourne, Melbourne, Australia
- **Fiona Peterson**, RMIT University, Melbourne, Australia
- **Scott Schaffer**, University of Western Ontario, London, Canada
- **Jeffrey T. Schnapp**, Stanford University, Stanford, USA
- **Gayatri Chakravorty Spivak**, Columbia University, New York City, USA
- **Cheryl A. Wells**, University of Wyoming, Laramie, USA
- **Zhang Zhiqiang**, Nanjing University, Nanjing, People's Republic of China

A Social Knowledge Platform

Create Your Academic Profile and Connect to Peers

Developed by our brilliant Common Ground software team, **Scholar** connects academic peers from around the world in a space that is modulated for serious discourse and the presentation of knowledge works.



Utilize Your Free Scholar Membership Today through

- Building your *academic profile* and list of published works.
- Joining a community with a *thematic or disciplinary focus*.
- Establishing a new Research Network *relevant to your field*.
- Creating *new academic work* in our innovative publishing space.
- Building a *peer review network* around your work or courses.

Scholar Quick Start Guide

1. Navigate to <http://cgscholar.com>. Select [**Sign Up**] below 'Create an Account'.
2. Enter a "**blip**" (a very brief one-sentence description of yourself).
3. Click on the "**Find and join communities**" link located under the YOUR COMMUNITIES heading (On the left hand navigation bar).
4. Search for a community to join or create your own.

Scholar Next Steps – Build Your Academic Profile

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

A Digital Learning Platform

Use **Scholar** to Support Your Teaching

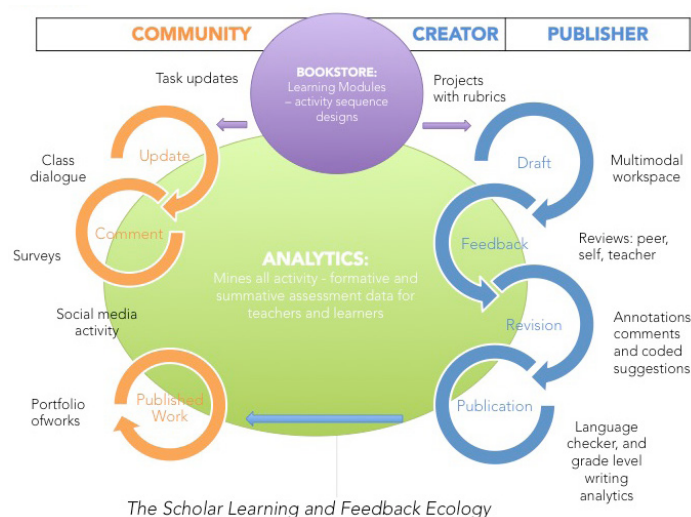
Scholar is a social knowledge platform that *transforms the patterns of interaction in learning by putting students first*, positioning them as knowledge producers instead of passive knowledge consumers. **Scholar** provides scaffolding to encourage making and sharing knowledge drawing from multiple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

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

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

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

- Create projects for groups of students, involving draft, peer review, revision and publication.
- Publish student works to each student’s personal portfolio space, accessible through the web for class discussion.
- Create and distribute surveys.
- Evaluate student work using a variety of measures in the assessment dashboard.



Scholar is a generation beyond learning management systems. It is what we term a *Digital Learning Platform*—it transforms learning by engaging students in powerfully horizontal “social knowledge” relationships. **For more information, visit:** <http://knowledge.cgscholar.com>.

New Directions in the Humanities Journal Collection

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



Indexing

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

Founded:

2003

Publication Frequency:

Quarterly (March, June,
September, December)

Acceptance Rate:

51% (2016)

Network Website:

thehumanities.com

Bookstore:

ijh.cgpublisher.com

About

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

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

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

Collection Editor



Asun Lopez-Varela, Universidad Complutense de Madrid, Spain

Associate Editors

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



The International Journal of the Humanities: Annual Review

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

Indexing: China National Knowledge Infrastructure (CNKI Scholar), Humanities International Complete, Humanities International Index, Humanities Source, Humanities Source International, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory,

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



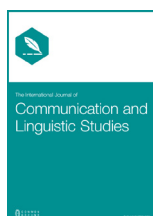
The International Journal of Civic, Political, and Community Studies

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

DOI: 10.18848/2327-0047/CGP

Indexing: China National Knowledge Infrastructure (CNKI Scholar), Political Science Complete (EBSCO), Scopus, Ulrich's Periodicals Directory

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



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DOI: 10.18848/2327-7882/CGP

Indexing: China National Knowledge Infrastructure (CNKI Scholar), Communication Source (EBSCO), Scopus, Ulrich's Periodicals Directory

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



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



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3. Once your article is received, it is verified against template and submission requirements. If your article satisfies these requirements, your identity and contact details are then removed, and the article is matched to two appropriate referees and sent for review. You can view the status of your article at any time by logging into your CGPublisher account at www.CGPublisher.com.
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- Submission Round 1 – 15 January
- Submission Round 2 – 15 April
- Submission Round 3 – 15 July
- Submission Round 4 (final) – 15 October

Note: If your article is submitted after the final deadline for the volume, it will be considered for the following year’s volume. The sooner you submit, the sooner your article will begin the peer review process. Also, because we publish “Web First,” early submission means that your article may be published with a full citation as soon as it is ready, even if that is before the full issue is published.



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Award Winner, Volume 14

Kenneth DiMaggio, Capital Community College, Hartford, USA

For the Article

“From Egypt to the Arizona Desert to Places Still to Come: The Ongoing Meta-literary Journey of Eliza’s Escape to Freedom in *Uncle Tom’s Cabin*,” *The International Journal of Literary Humanities*, Volume 14, Issue 3

Abstract

Next to the Bible, Harriet Beecher Stowe’s novel “Uncle Tom’s Cabin” is considered to be one of the best-selling books of all time. The appeal of enslaved men and women trying to free themselves from bondage has universal appeal. One harrowing scene is the slave Eliza’s escape to freedom. Learning that her son will be sold to another master, she takes him to the free state of Ohio, for which she must cross over a river with its dangerous ice flows. Eliza’s flight has historic, religious, and contemporary parallels, reflecting the Holy Family’s flight into Egypt, Harriet Tubman’s efforts to bring fugitive slaves to freedom, and twenty-first-century examples of undocumented immigrants crossing over the Arizona desert for a life free from the violence and poverty of their homelands. While scenes depicting Eliza’s escape have dramatic power in their own right, they also have a “meta-literary” connection that continues to this day, giving Stowe’s nineteenth-century novel a contemporary presence beyond personal readership or academic study.



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Essays on Race, Gender, and Politics in World History

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



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

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

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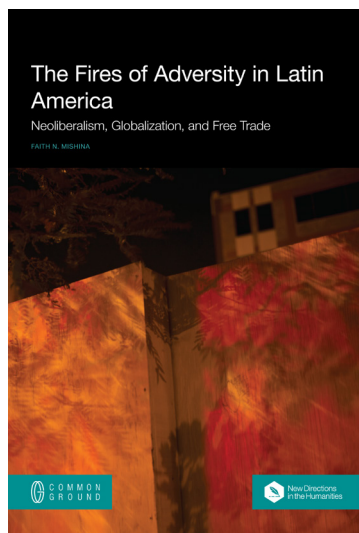
Editor Bios:

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



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

Faith N. Mishina



ISBNs:

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190 Pages

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

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

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

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

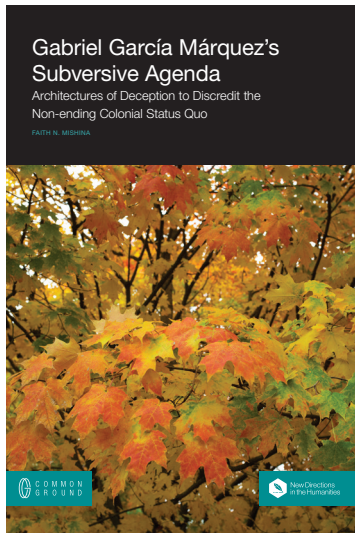
Author Bio:

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



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

Faith N. Mishina



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Gabriel García Márquez was one of the first Latin Americans to not only condemn but to understand the significance of the growing monolithic bloc of corporate capitalism and the neoliberal onslaught on Latin America in the second half of the 20th century. As a boy, he saw the economic and social violence triggered by a northern corporation, United Fruit, on his hometown of Aracataca. He recognized that corporate capitalism had morphed exponentially into a complex architecture of deception with the Chilean coup of 1973. Corporate capitalism, especially northern corporations, wanted access to Latin American resources on their terms. Their illegal objectives required a complex three-dimensional and multipronged architecture in which to disguise their push for profits at the expense of Latin American lives.

In response, Gabriel García Márquez strategically constructs his imaginative architectures of deception in three of his novels—*El otoño del Patriarca*, *Crónica*, and *El General en su laberinto*—to capture and mirror the complex political reality of his Latin America. In opposition to northern corporate consumption of Latin America's riches and lives, Gabriel García Márquez's creative architectures strip away the fixed political opinions of neo-colonial interests, forcing his readers to experience the unending circular path of the powerless, that is, the majority of the Latin American people. This alchemist of word structures will defend the powerless and attack the rule of corporate imperialism by forging post- and anti-colonial readers. His textual architectures enhance his political message and are a delight to all metaphoric minds and potential saboteurs.

Author Bio:

Dr. Faith N. Mishina, an associate professor at the University of Hawaii, has spent 12 years untangling the many facets of the neoliberal fire of adversity in Latin America. Her investigations have spawned many journal articles on the violation of human rights, neo-colonial control, the monolithic bloc of northern corporate capitalism, the U.S. corporate-sponsored military coups in Latin America, the Indigenous responses to corporate imperialism, and the prophetic voice of Gabriel García Márquez. In *Gabriel García Márquez's Subversive Agenda*, she celebrates his deliberate but highly imaginative textual architectures of deception to house the game of a saboteur of the status quo.



Socrates the Rower: How Rowing Informs Philosophy

John Frohnmayer



ISBNs:

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The shirtless guy is slapping an aluminum baseball bat in his palm, threatening to brain me because I have a dog in the back of my truck and his sign clearly says that they don't allow no dogs, no how at his fleabag motel. When I say she can stay in the truck, he replies: "She's still a dog, ain't she?" and thereby absolutely nails the essence of ontology. As we peel out to avoid being smacked, my wife flips him a single digit gesture—a perfect example of what the Supreme Court calls "pure speech." Philosophy isn't so hard, after all.

Philosophy is about everything: how we know what we know, how we define our place in the universe, what we believe and how we judge truth, beauty, and justice. Ethics, in particular is about the good life and how we learn to be happy. But all of this is just words on a page unless we can actually use it in our lives and that is where rowing comes in. Rowing, and especially competitive rowing, teaches us about teamwork, community, courage, steadfastness, and a host of other qualities that have been the subject of philosophical musing for all of recorded history.

What this book does is make philosophy useful by tying it to physical activity. Our minds and our bodies have lessons to teach to each other and the successful athlete as well as the successful scholar learn these lessons through sweat, pain, and ultimately, inspiration.

Author Bio:

Champion masters rower, ethicist, and trial lawyer, **John Frohnmayer's** personal philosophy was tested under the annealing fire of Washington politics when he served as Chairman of the National Endowment for the Arts during the first Bush administration. (He was fired for defending the right of artists to express themselves freely.)

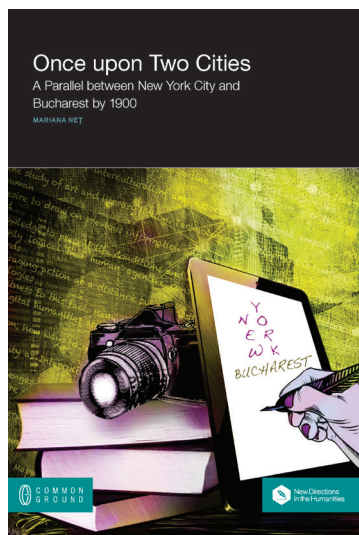
With his teammates from Corvallis Rowing Club, John has won gold medals at the US and Canadian National Championships, the Head of the Charles, and numerous other regattas. The lessons learned in training and competing serve as a window into the life lessons that philosophers have taught for centuries.





Once upon Two Cities: A Parallel between New York City and Bucharest by 1900

Mariana Neț



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There is an old fable about a mouse who claimed to be able to compete with an elephant. At first sight, the mere idea of a comparison between Bucharest and New York City seems as preposterous as the pretense of that old mouse. Yet, this book shows how the two cities appealed to people's senses and how this feeling was mediated by guidebooks, cookbooks, conduct manuals, music, and films. It is about how people lived and how they enjoyed life. It is a glimpse of people hustling, crowding, and walking at leisure. It shows how they saw the two cities and how they talked about them. It explains what each of the cities was generally considered to look like and what they were shown to look like: not so much what people's lives were, but what they seemed to have been; not how people behaved, but how they were taught to behave; not what they ate, but what they must have eaten; not all the "partitions" of the music in the cities, but those few icons and "scores" which were supposed to appeal, first and foremost, to the middle class. It is a book about images: word images, fictional images, visual images, auditory images. And it is also a book about urban and rural imaginaries. This is a book about two cities in search of their identities. In all these respects, the world metropolis and the small European capital city could stand side by side. In all these respects, they could justifiably be compared.

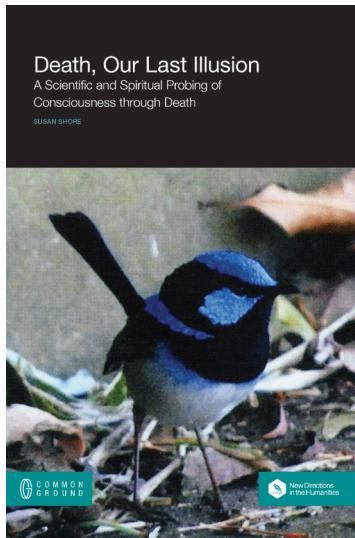
Author Bio:

Mariana Neț is a senior researcher at the Institute of Linguistics in Bucharest, Romania. She was a visiting scholar at New York University (2007–2008), a guest professor at the University of Perpignan (1993), and a guest lecturer at many universities in Europe and the US. She has published more than 150 scholarly essays in Romanian and international journals. Her recent books include: *Alexandre Dumas, écrivain du 21e siècle* (Paris: L'Harmattan, 2008); *Literature, Strategies, and Metalanguage: A Semiotic Approach* (Vienna: ISSS/ÖGS, 2002); *Literature, Atmosphere, and Society: A Semiotic Approach* (Vienna: ISSS/ÖGS, 2000); *Up to the Star: The Life and Work of the Romanian Poet M. Eminescu* (Cluj: Clusium, 2000).



Death, Our Last Illusion: A Scientific and Spiritual Probing of Consciousness Through Death

Susan Shore



ISBN—978-1-86335-627-5

412 Pages

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Is there anything beyond death? And is it worth having?

This book begins with the latest science on the Near-death Experience, then explores the passage through physical death to the states of conscious being beyond. These states—often blissful—are outlined by our great religious traditions, and detailed in Tibetan Buddhism and the perennial philosophy, particularly in the Alice Bailey books.

Traditional sources are compared with findings of science and medicine, and psychology from Jung and Piaget to Wilber. Later chapters examine clinical studies by reputable psychiatrists and psychologists: These were undertaken after they accidentally took subjects into ‘the place the Tibetans call the Bardo’—the state after death/between lives.

Author Bio:

Susan Shore studied ancient and modern history, English, and psychology while at Melbourne University. She also completed a Master’s Preliminary in philosophy and graduate diplomas in education and librarianship. The author’s professional career ranged through positions as librarian, teacher, social worker, and counselor. Ms. Shore’s own spiritual journey took her from a conventional upbringing in the Church of England (Episcopalian) to atheism at university, to the discovery of alternatives involving Hinduism, Buddhism and Theosophy, and finally to an inclusive spiritual integration. She is VP of Reconciliation Banyule, who work with groups Australia-wide for equality for Indigenous Australians, the First Peoples.



Reading Jalāl al-Dīn Rūmī through Deconstruction: The Case of the *Mathnawī-ye Ma'nawī*

Mohsen Ghasemi



ISBNs:

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978-1-61229-886-3 (pbk)

132 Pages

Network Website:

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Reading Jalāl al-Dīn Rūmī through Deconstruction looks at the poetry of the Mathnawī and its formation. Rūmī and Derrida are the two sides of two opposing poles and to attempt a philosophical reconciliation seems very unlikely. However, both Rūmī and Derrida speak quite a lot about the language of poetry and its role, and it is better to say its inability, to deliver a single meaning. The current book studies the “inner conflict” within the text of the Mathnawī: the composition of a didactic, mystical text through an “acentric” structure. Acentrism deals with the plurality within the poetry (and not simply the plurality of meanings) which can be applied to a general structure that prevents the formation of a single “subject” in the text. This feature shows the dynamism and liveliness in this text and distinguishes it from other didactic works before or after it (works by ‘Attār, Sanā’ī, and Shabestarī for example). It also avoids systematization and fixity of meaning and thus Rūmī redefines the traditional understanding of didacticism.

Author Bio:

Mohsen Ghasemi’s interest and area of studies is, on the one hand, English Language and Literature and also modern critical theories and techniques of literary criticism, and on the other hand, mystical and Sufi texts, specifically Jalāl al-Dīn Rūmī’s works. He tries to bring these medieval texts close to Jacques Derrida’s deconstruction. In his other publications, he has worked on poststructuralist reflection upon religion.



The Interwoven World: Ideas and Encounters in History

Burjor Avari and George Gheverghese Joseph (eds.)



ISBN—978-1-61229-828-3
298 Pages

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The main objective of this book is to raise the reader's awareness and consciousness regarding both the universalism and transfers of knowledge across societies and cultures. Cultural transmission often is not merely a *copying* process, but rather a *reconstructive* process in which cognitive biases play an important role. A major bias that inhibits accurate transmission is the tendency for people to arrive at different inferences regarding concepts and operations with them.

Most books deal with ideas and specialised knowledge in a particular discipline; in contrast, we have selected four different areas of knowledge: Eurocentrism, Patterns of Cultural Encounters, Colonialism and its Aftermath, and Westernisation and its Fruits. The study of these areas helps us to understand the making of the modern world. We have invited more than twenty scholars of varied backgrounds to write in an easily accessible style on a particular theme in one of the four areas. Additionally there is a selection of even shorter sidebars in every area, providing further information and understanding. The brevity of essays and sidebars is meant to encourage those readers who may find reading longer chapters onerous and difficult to comprehend.

No book of this nature is available today that combines a global, historical perspective with a nontechnical discussion of a whole range of ideas from different disciplines, a diverse mix which describes the challenges of the 21st century; indeed a set of interwoven encounters between civilizations that perplex and at the same time illuminate our age.

Editor Bios:

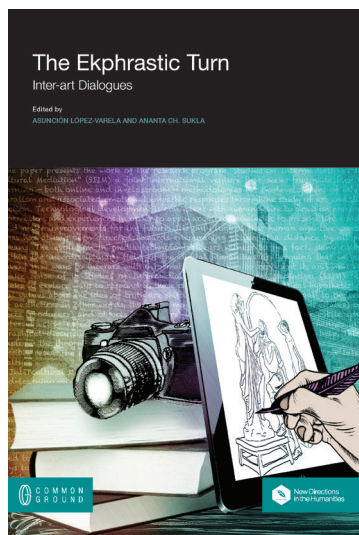
Burjor Avari is an honorary research fellow in the Department of History at the Manchester Metropolitan University. He has promoted multicultural education in Manchester for many years and he is also the author of two books on the history of India—*India: The Ancient Past* (Routledge 2007) and *Islamic Civilization in South Asia* (Routledge 2013).

George Gheverghese Joseph is an honorary reader in the School of Education, University of Manchester, UK. His publications include five books: *Women at Work* (1983), *Multicultural Mathematics* (1993), *George Joseph: Life and Times of a Kerala Christian Nationalist* (2003), *A Passage to Infinity: Medieval Indian Mathematics from Kerala and its Impact* (2009), and *The Crest of the Peacock: Non-European Roots of Mathematics* (2000, 2011).



The Ekphrastic Turn: Inter-art Dialogues

Asunción López-Varela and Ananta Sukla (eds.)



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421 Pages

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The Ekphrastic Turn: Inter-art Dialogues is the first volume of the *CompLit InterArt* book series in the New Directions in the Humanities Book Imprint. Placing emphasis on the storytelling aspects of intermedial and transmedial configurations, this collection studies the role of art in the construction of cultural processes, helping build a bridge between theoretical academic research and social practices. It brings together scholarship in intercultural studies by drawing on social narrative theory and semiotics as analytical tools to expand on the models of comparative literature. It also explores how communicated experiences and the stories behind them bring about social change and empowerment.

The Ekphrastic Turn: Inter-art Dialogues is a collection of articles dedicated to intermediality, the study of media interrelations. Its focus is mainly on aesthetic media types such as theater, music, dance, written literature, cinema, performance, painting, and calligraphy. While the collection contains contributions from several renowned intermediality scholars, its most remarkable quality is perhaps the impressive global reach regarding authors and highly interesting subject areas.

—Lars Elleström, Head of Linnæus University Centre for Intermedial and Multimodal Studies

While exploring inter-art dialogues and transfers across a variety of media ranging from dance, performance, and music to digital arts, this rich volume combines intermedial and cross-cultural analysis and probes disciplinary borders by introducing perspectives from literary, arts and media studies, historiography, and semiotics.

—Marina Grishakova, Professor of Comparative Literature at University of Tartu

Editor Bios:

Asun López-Varela is an associate professor at Complutense University Madrid. Her research interests are comparative literature, cultural studies, and inter-art semiotics. In 2007, she established the research program Studies on Intermediality and Intercultural Mediation (SIIM).

Ananta Charan Sukla is a renowned philosopher of art, religion and language, poet, playwright, short story writer, translator, scholar, researcher of comparative literature and aesthetics, and is the founder and editor of the international half-yearly *Journal of Comparative Literature and Aesthetics*.



A Companion to Ten Modern Korean Poets

Jihee Han



ISBN—978-1-61229-610-4
351 Pages

Network Website:
thehumanities.com

Bookstore:
thehumanities.cgpublisher.com

A Companion to Ten Modern Korean Poets is a practical handbook that connects poetry and culture with historical moments in which Korean poet-intellectuals mused on what poetry can do. This book offers a historical viewpoint of how they struggled to maintain Korean national identity, cultural sensibility, and spirituality in times of violence and surveillance. Surveying how each poet shaped their poetry, responding to the political events, it also guides readers to understand why Korean poetry begins with a sense of solitude but ends with a longing for the building of common ground called Minjung. Finally, it provides translations of each poet's representative poems. Through seemingly transparent poetic texts may emerge the tension between language and speechlessness, hunger for the modern and hunger for what is lost, and memory of the past and hope for justice. This tension makes all ten poets, including Han Yongun, Jeong Jiyong, Kim Sowol, Yun Dongju, Yi Sang, Baek Seok, Kim Suyoung, Seo Jeongju, Ko Un, and Shin Kyeongnim, crucial witnesses to the brutality in modern Korean history. On the other hand, there is the integrity of their poetics. Although living in a difficult environment, they continued laboring with their mother tongue to create modern Korean poetry, shaping Korean cultural identity, based on folk traditional arts, such as *Minyo* and *Gut*, and finally, sharing folk sensibilities of *Heung* and *Jeong* under strict censorship. Listening to their voices, we might begin to imagine a new unfolding of history in the age of extremes.

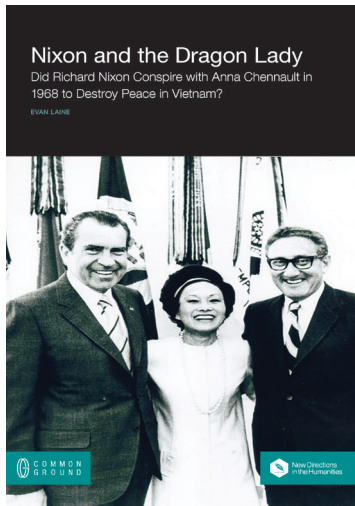
Author Bio:

Jihee Han is a professor of English at Gyeongsang National University, South Korea and currently serves as the editor-in-chief of *Studies in Modern British and American Poetry*. Her recent publications include *Korean Pop-culture and the Genealogy of the Sonyeo Image*, *World Literature and the Politics of the Minority*, "Japan's Baudelaire: Hagiwara Sakutarō's Poetic World Under the Moon," "Pop-Art in the Age of Digital Technologies and the Cloning of Sonyeo," "The Burden of History: Ko Un's Poetry as a Political and Philosophical Act." She is now working on "The Atlas Project: What Poetry Can Do in the Age of IOT."



Nixon and the Dragon Lady: Did Richard Nixon Conspire with Anna Chennault in 1968 to Destroy Peace in Vietnam?

Evan Edward Laine



ISBN—978-1-61229-795-8

201 Pages

Network Website:
thehumanities.com

Bookstore:
thehumanities.cgpublisher.com

On October 31, 1968, President Lyndon Johnson planned to inform the US public that due to long, hard negotiations, peace talks in Paris to discuss a realistic opportunity to end the Vietnam War were soon to occur. Optimism for an end to this bloody war was high in Washington, Hanoi and Moscow. Nevertheless, without warning, despite numerous assurances of cooperation, the South Vietnamese pulled out of the planned negotiations destroying these high hopes and transferring these talks into nothing more than exercises in frustration. The war would continue for another seven years leaving thousands more to die and be injured. A startled and angry Johnson administration, desperately needing to understand what happened, blamed republican nominee for president, Richard Nixon and renowned China lobbyist Anna Chennault as the culprits working against them in the shadows in a diabolic conspiracy designed to ensure Nixon's victory in his campaign for president that November.

Was this incredible accusation of a conspiracy hatched for personal gain over peace true, and, if so, was Nixon its author? Further, even if true, did Nixon and Chennault's actions have actual effect and was peace a realistic goal? In this twisting tale of intrigue with global consequences, using an interdisciplinary approach employing history, law, political science, psychology and sociology, *Nixon and the Dragon Lady* deconstructs the critical evidence while exploring the questionable credibility of its iconic cast of characters leaving the reader as the ultimate juror in a historical trial to determine "truth."

Author Bio:

Evan Laine, an experienced trial attorney, earned his Master's in History from Rutgers University winning The Alumni Graduate Thesis Award for *Nixon & the Dragon Lady*. Currently he is the director of the Law & Society program and the Arlen Specter Center for Public Service at Philadelphia University where he is an assistant professor of history. He created and co-authored the award-winning exhibit, *Single Bullet, Arlen Specter and the Warren Commission Investigation of the JFK Assassination*. Prof. Laine also lectures at national conferences concerning his article "Modernity, Fear and 9/11 Conspiracy Theories, a Rational Attempt to Explain the Irrational".



Reframing *A Portrait of the Artist*: Joyce and the Phenomenological Imagination

Stephen McLaren



ISBN—978-1-61229-540-4
184 Pages

Network Website:
thehumanities.com

Bookstore:
thehumanities.cgpublisher.com

James Joyce's attempt to develop a literary aesthetics is well known, while less attention has been paid to the philosophical pursuit of significance in his first novel. The phenomenological perspective of Edmund Husserl, contemporary to literary modernism, elucidates and unites Joyce's idiosyncratic themes, and helps us understand their philosophical import in a novel that eschews authorial point of view and discursive passages that "stupidly explain." A complex and challenging *Portrait* emerges: conceived as a variant on confessional literature, it evolves into a radical investigation of the dimensions of experience, time, and consciousness.

Seven perspectival frames are applied in an analysis of Joyce's development, the work's inception, and a close reading of the text. The reframed *Portrait* is both more socially potent and more likeable than hitherto suspected: a novel that invites us to reflect critically on experience, without preconceptions, and to contemplate possibility.

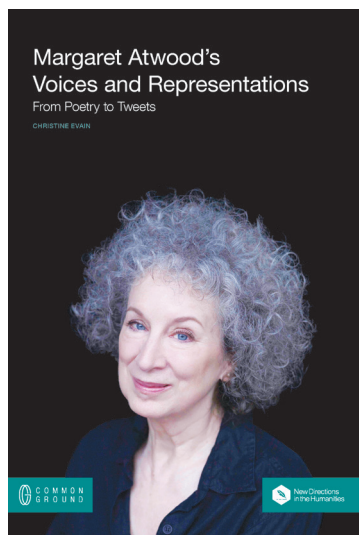
Author Bio:

Dr Stephen McLaren is a writer, developmental editor, and independent scholar. He taught writing, English, literature and media studies for over twenty years in the tertiary sector, and continues to work casually at the University of Western Sydney and Australian Catholic University. His research areas of interest include the writing process and theories of imagination. He worked for several years as a writer of satirical pieces for television, in shows such as *Good News Week* and *Back Berner*, and continues to write fiction.



Margaret Atwood's Voices and Representations: From Poetry to Tweets

Christine Evain



ISBN—978-1-61229-791-0
189 Pages

Network Website:
thehumanities.com

Bookstore:
thehumanities.cgpublisher.com

Atwood is, needless to say, one of the most acclaimed authorial voices of our time: Atwoodian critics unite in saying that Margaret Atwood offers an intriguing and compelling body of writing as well as a rich epitext. This study which explores her voice and its representations, leads us on a journey to question the very nature of “a voice” and its different meanings according to critics and poets. Atwood’s literary work (more than forty books—a dozen novels, numerous collections of poetry, children’s books, and countless essays) is attributed a unique voice-print. Atwood’s epitextual voice is also described as typically Atwoodian although it comprises a wide range of voices to be heard through many different media and occasions (public appearances, countless radio and television programs, many webpages, published articles and even documentaries, not to mention her transcribed voice in press articles or on blogs and web sites).

Exposing “the voice that speaks” (in poetry or in fiction) and giving this voice-persona many guises are trademarks of Atwood’s poetic writing. From *The Circle Game* to *The Door*, Atwood plays with a range of images representing the poetic voice, giving the reader representations of an incarnated voice with unflattering “physical” characteristics. The present volume argues that these poetical representations are connected with the persona’s struggle in voicing her identity. Furthermore, while many critics highlight an interplay of voices in Atwood’s writing, Professor Evain stipulates that, beyond the vocal plurality, the reader distinctly hears the voice of a persona-soloist who sings out her particular truth. Lastly, this study questions the connections between Atwood’s poetic voices and representations, her works of poetry and fiction and, finally, her “autobiographics” and epitext.

Author Bio:

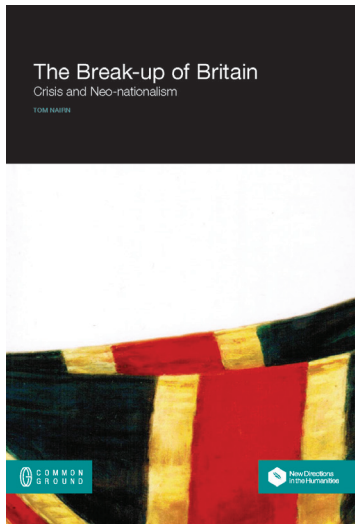
Christine Evain is an associate professor at the Ecole Centrale de Nantes in France. With a background in literature (PhD in Canadian literature) and commercial studies (HEC—Hautes Etudes Commerciales), she has a passion both for literature and the publishing industry.

Her publications include more than thirty articles; translations of Margaret Atwood’s poetry into French (published by the Editions Bruno Doucey); several volumes on Canadian authors (including Margaret Atwood, Mavis Gallant and Alistair MacLeod) and two books on the book industry. She hosts a radio programme entitled “Turning the Page”: www.euradionantes.eu/emission/turningthe-page. Christine Evain initiated the eZoomBook project for the promotion of reading (see: <http://ezoombookresearch.com/blog>).



The Break-up of Britain

Tom Nairn



ISBN—978-1-61229-724-8
354 Pages

Network Website:
thehumanities.com

Bookstore:
thehumanities.cgpublisher.com

This twenty-fifth anniversary edition of Tom Nairn's *The Break-up of Britain* reviews the arguments of his classic study and expands his thesis into the new millennium. He confirms his contention that civic nationalism—but not ethno-nationalism—would play an increasing role in the breakdown of the United Kingdom. This, he says, has now assumed an even more rapid pace than when the book was first published. The cumulative strains of Thatcherism and Blairism have had their effect. Reprinted now, after the almost-successful referendum to make Scotland a country of its own, this edition has additional resonances.

'The Break-up of Britain', Nairn writes in his Introduction to this edition 'began its life in a still imposing, if narrowing river; by the time the 1981 paperback edition had appeared, the river had begun to feel the approaching rapids—which have accelerated for over twenty years, and attained a crazy pace even in the few weeks between beginning and finishing this new edition. The thunder of a waterfall no one conceived of in 1977 is in everyone's ears, as Tony Blair sends off his ships and troops to assist America's assault on the Middle East... In the altered world lying beyond these falls, it is surely unlikely the United Kingdom will survive in anything like its historical form'.

When this anniversary edition was published, Tom Nairn was living in Australia and teaching at RMIT University, Melbourne in the Globalism Research Institute. He now lives in Scotland.

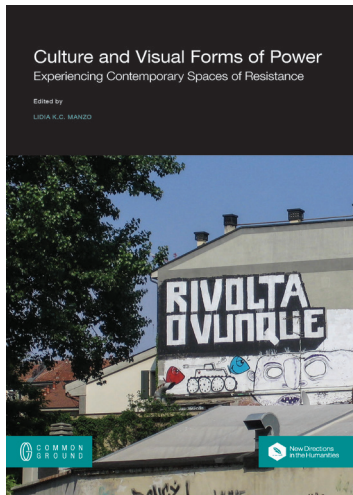
"Densely and brilliantly argued...original and perceptive."
—*The Economist*

"A burning-glass of a mind...disconcerting in its withering contempt not only for the British state but for everything associated with it."
—*The Guardian*



Culture and Visual Forms of Power: Experiencing Contemporary Spaces of Resistance

Lidia K.C. Manzo (ed.)



ISBN—978-1-61229-640-1
131 Pages

Network Website:
thehumanities.com

Bookstore:
thehumanities.cgpublisher.com

This book is a collection of essays that brings together researchers working on power relations with visual methods. The text is epistemologically radical in attracting authors who look at culture as a field of struggle, constructed by different points of view. Today, culture can be seen as a specific field in which “power” is exercised. In particular, questions about the nature of power are addressed. The editors suggest two points in the discussion: how is reality constructed, and how is it connected with power? What is the real space for subject freedom? Foucault’s idea of “power” is that it is not a thing, but a relation. Power is not merely repressive (like the use of violent control mechanisms in the pre-modern era), but it is productive as well as an everyday disciplinary practice. Starting from this perspective, we ask whether visual methodology can be used to describe and analyze different forms of power.

These diverse contributions demonstrate how in a time of extensive social change, culture is always a space for resistance. By examining cases in which visual sociology is used as action research, the authors show the affect of visual emergence in grass-roots social activism in the southeast Australian mainland. For instance photography is used to analyze the perceptions natives from a rural community have of their own territory, as in the case of the Huarpe in Argentina. Incorporating comparative analysis from different parts of the Global South, such as the performance of two groups of photographers in Brazil and Bangladesh, they discover images are in tension between “the dominant and the residual” in the critique of design in Latin America. Subjectivities and video-based methodology are also used to explore the intercourse between Roma and Italian culture and expressions of resistance in the form of dance.

With the contribution of Emiliana Armano, Tamara Bellone, Enzo Colombo, Carlos Cowan Ros, Karen Crinall, Verónica Devalle, Fabiene Gama, Beatriz Nussbaumer, and Timothy Shortell

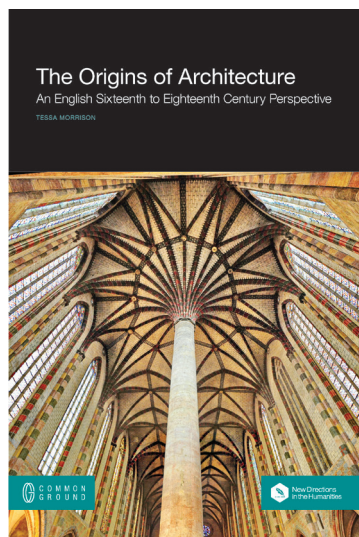
Editor Bio:

Lidia K.C. Manzo has a Ph.D. in sociology from the University of Trento and holds a MA in political and social communication from the University of Milan where she performed urban research and a documentary on Milan’s Chinatown. Her ethnographic and visual work examines how the everyday co-productions of space and identity support or inhibit social, spatial, and economic justice. Currently, Manzo is Italian partner member in the international research project HOUWEL and contract professor at the School of Architecture and Society of the Politecnico di Milano University.



The Origins of Architecture: An English Sixteenth to Eighteenth Century Perspective

Tessa Morrison



ISBN—978-1-61229-320-3
158 Pages

Network Website:
thehumanities.com

Bookstore:
thehumanities.cgpublisher.com

The origin of architecture was a heavily debated subject in the seventeenth and eighteenth centuries. Spanish Jesuit priest and architect Juan Bautista Villalpando kindled this debate with the publication of *In Ezechielem Explanationes et Apparatus Urbis Templi Hierosolymitani* in 1604. He claimed that the origin of architecture was to be found in the divine plan of Solomon's Temple. Villalpando reconstructed the Temple of Solomon as a building that encapsulated the entire formal grammar of classical architecture. He believed that his reconstruction of the Temple represented the most perfect building ever built and that it could never be surpassed, since its plan was God-given. Within a couple years of its publication, commentaries began to appear that agreed or contested his theories. Villalpando's influence spread throughout Europe.

The aim of this book is to examine this important and influential debate and put into context the debate on the origin of architecture found in the English Age of Reason. Unlike their continental counterparts, Isaac Newton, Indio Jones, William Stukeley and John Wood of Bath connected the Temple of Jerusalem and the origin of architecture to an example of English architecture, Stonehenge. These debates and controversies became embroiled not only in questions about the history of architecture, but also in the architecture of the Enlightenment and questions about English literature and identity.

Author Bio:

Dr. Tessa Morrison is a senior lecturer at the University of Newcastle, Australia. Her research is multi-disciplinary and incorporates philosophy, mathematics, and the history of architecture. Over the last few years she has specialised in seventeenth and eighteenth century studies in architectural history and the history of ideas, including a translation and commentary of Isaac Newton's reconstruction manuscript on Solomon's Temple published in *Isaac Newton's Temple of Solomon and his Reconstruction of Sacred Architecture*. Her current research is on utopian cities from sixteenth to the nineteenth century that have never been built but have had significant influence through the centuries.

New Directions in the Humanities Conference

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



Conference History

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

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

Past Conferences

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



Plenary Speaker Highlights:

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

- Tariq Ali, Novelist, Historian and Political Campaigner, London, UK (2003, 2006)
- Alison Assiter, University of the West of England, Bristol, UK (2011)
- Patrick Baert, Selwyn College, Cambridge, UK (2005)
- Gustavo Sánchez Canales, Universidad Autónoma de Madrid, Madrid, Spain (2014)
- David Christian, San Diego State University, San Diego, USA (2004)
- Joan Copjec, The State University of New York, Buffalo, USA (2006)
- Jack Goody, University of Cambridge, Cambridge, UK (2004, 2005)
- Souad Halila, University of Tunis and Sousse, Tunisia (2007)
- Ted Honderich, University College London, London, UK (2005, 2007)
- Douglas Kellner, University of California, Los Angeles, USA (2010)
- Krishan Kumar, University of Virginia, Charlottesville, USA (2004, 2007)
- Juliet Mitchell, Jesus College, Cambridge, UK (2003, 2005)
- Tom Nairn, RMIT University, Melbourne, Australia (2003)
- Kate Soper, London Metropolitan University, London, UK (2006)
- Gayatri Chakravorty Spivak, Columbia University, New York City, USA (2003, 2007)
- Siva Vaidhyanathan, New York University, New York City, USA (2005)

Past Partners:

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



American University of Paris
Paris, France (2007)



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



CEU San Pablo University
Madrid, Spain (2014)



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



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



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



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



University of the Aegean
Greece (2003)



Conference Principles and Features

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

International

This conference travels around the world to provide opportunities for delegates to see and experience different countries and locations. But more importantly, the International Conference on New Directions in the Humanities offers a tangible and meaningful opportunity to engage with scholars from a diversity of cultures and perspectives. This year, delegates from over 45 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.



Plenary

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



Garden Conversation

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



Talking Circles

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



Themed Paper Presentations

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



Colloquium

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



Focused Discussion

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



Workshop/Interactive Session

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



Poster Sessions

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



Virtual Lightning Talk

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



Virtual Poster

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



Wednesday, 5 July

8:00–9:00	Conference Registration Desk Open
9:00–9:30	Conference Opening—Phillip Kalantzis-Cope, Chief Social Scientist, Common Ground Research Networks, USA
9:30–10:05	Plenary Session—Ewa Domanska, Associate Professor, Department of History, Adam Mickiewicz University in Poznań, Poland / Visiting Associate Professor, Department of Anthropology, Stanford University, USA <i>"Prefigurative Humanities"</i>
10:05–10:40	Coffee Break & Garden Conversation
10:40–10:50	Transition Break
10:50–11:40	Talking Circles
11:40–12:35	Lunch
12:35–14:15	Parallel Sessions
14:15–14:30	Coffee & Transition Break
14:30–16:10	Parallel Sessions
16:10–16:20	Transition Break
16:20–18:00	Parallel Sessions

Thursday, 6 July

8:15–9:00	Conference Registration Desk Open
9:00–9:15	Daily Update—Phillip Kalantzis-Cope, Chief Social Scientist, Common Ground Research Networks, USA
9:15–9:50	Plenary Session—Kang Ouyang, Professor and Director of the Institute of Philosophy, Huazhong University of Science and Technology, China <i>"World Complexity, Paradox of Human Nature, and the Academic Mission of Humanistic Studies Today"</i>
9:50–10:20	Garden Conversation & Coffee Break
10:20–10:30	Transition Break
10:30–12:10	Parallel Sessions
12:10–13:00	Lunch
13:00–13:10	Transition Break
13:10–13:55	Parallel Sessions
13:55–14:10	Coffee & Transition Break
14:10–15:50	Parallel Sessions
15:50–16:00	Transition Break
16:00–17:40	Parallel Sessions



Friday, 7 July

8:30–9:00	Registration Desk Open
9:00–9:20	Daily Update—Philip Kalantzis-Cope, Chief Social Scientist, Common Ground Research Networks, Usa
9:20–9:55	Plenary Session—Angus Phillips, Director, Oxford International Centre for Publishing Studies, Oxford, UK <i>“Publishing: Trends and Transformations”</i>
9:55–10:25	Garden Conversation
10:25–12:05	Parallel Sessions
12:05–12:55	Lunch
12:55–13:40	Parallel Sessions
13:40–13:55	Coffee and Transition Break
13:55–15:10	Parallel Sessions
15:10–15:20	Transitional Break
15:20–17:00	Parallel Sessions
17:00–18:00	Conference Closing Reception & Award Ceremony



Featured Sessions

Publishing Your Article or Book with Common Ground Research Networks

Thursday, 6 July | 13:10–13:55 | Room 10 (Sir Alexander Fleming Building)

Caitlyn D'Aunno, Managing Editor, Common Ground Research Networks

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

Special Events

Pre-Conference Registration

Tuesday, 4 July 2017 | 18:00–19:00 (6:00–7:00PM) | Sir Alexander Fleming Building Foyer (Ground Floor)

Due to the size of this great conference, we are pleased to announce that there will be a pre-conference registration on Tuesday, 4 July at the Imperial College London at the Sir Alexander Fleming Building in the main lobby. This is a large conference and, if possible, we invite you to come to this pre-conference registration to pick up materials and avoid potentially long check-in lines on the first morning of the conference.

Pre-Conference Tour: Sunset Bus Tour of London

Tuesday, 4 July 2017 | 18:00–21:30 (6:00–9:30PM) | Meeting Location: Imperial College London – Prince's Gardens

Join other conference delegates and plenary speakers aboard a guided private charter bus. Enjoy great views of major sightseeing locations in London while being accompanied by a private guide to provide you with the history of this great city. There is a customized itinerary that allows for stops and pictures without having to worry about transportation or long lines.

Conference Closing Reception & Award Ceremony

Friday, 7 July 2017 | 17:00–18:00 (5:00–6:00PM) | Plenary Room & Foyer (Sir Alexander Fleming Building)

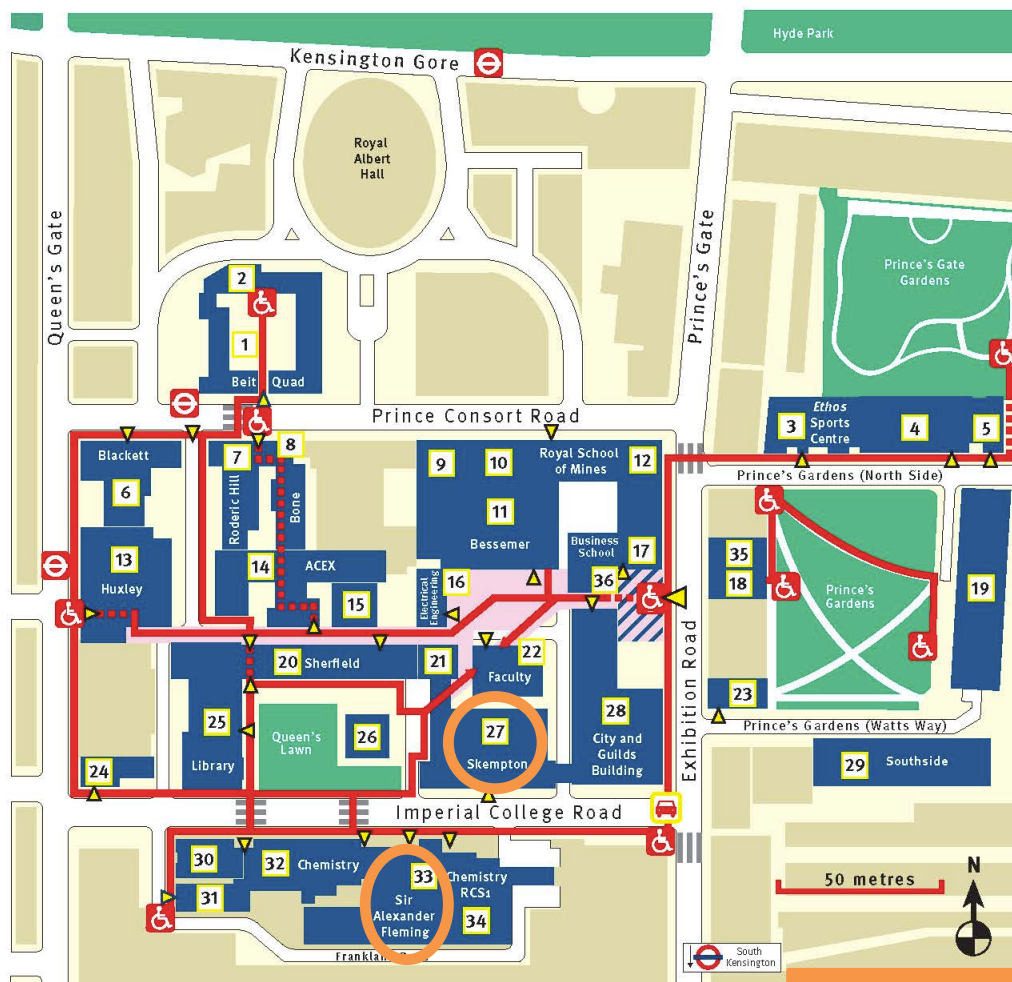
Common Ground Research Networks, the New Directions in the Humanities Conference, and the Books, Publishing & Libraries Conference will be hosting a closing reception at the Imperial College London. The reception will be held directly following the Closing and Awards Ceremony on Friday, 7 July. Join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

We look forward to hosting you!



Imperial College London

South Kensington Campus



Main walkway

Main entrance

Accessible route

Buildings where wheelchair access is not possible at this time

South Kensington Underground

Bus stops

Building entrances

Vehicle entrance



Registration Desk: Sir Alexander Fleming – Main Lobby (33)
Plenary Sessions: Sir Alexander Fleming (33)
Rooms 1-6: Skempton (27)
Rooms 7-10: Sir Alexander Fleming (33)

- | | |
|----|---------------------------|
| 1 | Beit Quadrangle |
| 2 | Imperial College Union |
| 3 | Ethos Sports Centre |
| 4 | Prince's Gdns, North Side |
| 5 | Weeks Hall |
| 6 | Blackett Laboratory |
| 7 | Roderic Hill Building |
| 8 | Bone Building |
| 9 | Royal School of Mines |
| 10 | Aston Webb |
| 11 | Bessemer Building |

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| 12 | Goldsmiths Building |
| 13 | Huxley Building |
| 14 | ACE Extension |
| 15 | William Penney Laboratory |
| 16 | Electrical Engineering |
| 17 | Business School |
| 18 | 53 Prince's Gate |
| 19 | Eastside |
| 20 | Sherfield Building |
| | Student Hub |
| | Conference Office |

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| 21 | Grantham Institute for Climate Change |
| 22 | Faculty Building |
| 23 | 58 Prince's Gate |
| 24 | 170 Queen's Gate |
| 25 | Central Library |
| 26 | Queen's Tower |
| 27 | Skempton Building |
| 28 | City and Guilds Building |
| 29 | Southside |

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| 30 | Sir Ernst Chain Building – Wolfson Laboratories |
| 31 | Flowers Building |
| 32 | Chemistry Building |
| 33 | Sir Alexander Fleming Building |
| 34 | Chemistry RCS1 |
| 35 | 52 Prince's Gate |
| 36 | Alumni Visitor Centre |



Ewa Domanska (Plenary Session in English)

“Prefigurative Humanities”



Ewa Domanska is a Professor of Human Sciences and holds her permanent position at the Department of History, Adam Mickiewicz University in Poznan, Poland. Since 2002 she is a recurring visiting professor at Anthropology Department at Stanford University. Her teaching and research interests include comparative theory of the human and social sciences, history and theory of historiography, genocide and ecocide studies, dead body studies. She is the author and editor of 18 books. Her more recent publications include: *History and the Contemporary Humanities: Studies in Theory of Historical Knowledge* (in Ukrainian, 2012); *Necros. Introduction to an Ontology of Dead Body* (2017, forthcoming in Polish); “Dehumanisation Through Decomposition and the Force of Law,” in: *Mapping the ‘Forensic Turn,’* ed. Z. Dziuban. Vienna 2017: 83-98; “Animal History.” *History and Theory*, vol. 56, no. 2, 2017: 265-285 and “Retroactive Ancestral Constitution and Alter-Native Modernities.” *Storia della Storiografia*, vol. 65, no. 1, 2014: 61-75.

Kang Ouyang (Plenary Session in English and Chinese)

“World Complexity, Paradox of Human Nature, and the Academic Mission of Humanistic Studies Today”



Kang Ouyang holds several positions at the Huazhong University of Science and Technology (HUST), including Dean of the Institute of State Governance, Professor and Director of the Institute of Philosophy, Director of the Institute of Social Information Studies, Chief Editor of the *Journal of HUST for Social Sciences*, to name a few. Ouyang is a leading scholar in the fields of national spirit, cross-culture studies, social epistemology, social information and philosophy in China. He has published more than 10 books. His recent works includes, “*Dialog and Reflection: Contemporary British and American Philosophy, Culture and Others* (对话与反思：当代英美哲学、文化及其他, 2005)”, “*An Introduction to Social Informatics* (社会系统与社会信息：社会信息论导, 2011)”, “*On the Chinese Road* (中国道路——思想前提、价值意蕴与方法论反思, 2013).” He also edited several volumes of books including “*Philosophy of Social Science and Humanities* (Chief Editor, 人文社会科学哲学, 2001)”, “*Map of Contemporary British and American Philosophy* (Chief Editor, 当代英美哲学地图, 2005)”. He has published more than 300 papers in English and Chinese, took on more than 10 national and international research projects, and visited more than 30 countries for international conferences, academic lectures, and cooperative research.



Angus Phillips (Plenary Session in English)

"Publishing: Trends and Transformations"



Angus Phillips is Director of the Oxford International Centre for Publishing Studies. He has degrees from Oxford and Warwick universities, and before joining Oxford Brookes he ran a trade and reference list at Oxford University Press. He works as a consultant to the publishing industry and is often invited to speak at international conferences and events. His recent books include *Inside Book Publishing* (with Giles Clark) and *Turning the Page: The evolution of the book*. He is on the European Advisory Board of Princeton University Press and was a judge for the Bookseller industry awards for four years in a row from 2010 to 2013. He is the Editor-in-Chief of the premier publishing journal, *Logos*.

Lourdes Roca – (Plenary Session in Spanish)

"Metodologías de investigación: Oralidad y visualidad en la construcción y difusión del conocimiento social"



Lourdes Roca es profesora-investigadora del Instituto Mora, en la ciudad de México. Coordina el Laboratorio Audiovisual de Investigación Social que fundó desde el 2002. Es doctora en antropología, tiene una formación multidisciplinaria en comunicación, historia y antropología, y centró sus primeras investigaciones en los años noventa en la divulgación histórica audiovisual y la realización de documentales de investigación. Ha contado con diversos apoyos de investigación que otorgan el CONACYT y el FONCA en México, lo que le ha permitido impulsar varios proyectos sobre el tema. Se dedica a la investigación social con imágenes y a la construcción de propuestas metodológicas para su incorporación como fuentes de investigación. Es docente de estudios de la imagen y técnicas cualitativas de investigación en la licenciatura y el posgrado del Instituto Mora, así como de investigación y realización en el CUEC-UNAM, y ha impartido cursos de especialización en la materia en México, Colombia, Brasil, Perú, Chile y Argentina. Coordinó un proyecto para el desarrollo de un Sistema de Información para Archivos de Imágenes, El Pescador, con el que se pusieron en línea varias fototecas digitales sobre América Latina, entre instituciones de Brasil, Argentina y México. Entre sus publicaciones destacan documentales como *Km. C-62 Un nómada del riel* (2000), los libros *Imágenes e investigación social* (2005) e *Investigación con imágenes. Usos y retos metodológicos* (2012), y los sitios web *Huellas de luz* (2012) y *metaDOC Documentales e Investigación* (2016). Su última publicación colectiva, *Tejedores de imágenes. Propuestas metodológicas de Investigación y Gestión del Patrimonio Fotográfico y Audiovisual* (2014), recibió el Premio Antonio García cubas del Instituto Nacional de Antropología e Historia, México.



New Directions in the Humanities | Emerging Scholars



Candy

Doshisha University, Kyoto, Japan



Catherine Gamble

Central Queensland University, Australia



Vincenzo Cammarata

King's College London, London, UK



Emma Gentle

The University of Sydney, Sydney, Australia



Kimberly Teaman Carroll

California State University, Northridge/
Claremont Graduate University, California, USA



Katerina Girginova

University of Pennsylvania, Pennsylvania, USA



Kim Chua

Embry-Riddle Aeronautical University Asia,
Singapore



Michael Krieger

Sacred Heart University, Connecticut, USA



Urszula Rutkowska

Brown University, Rhode Island, USA



Eleonora Colangelo

University of Paris Diderot, Paris, France



Rehnuma Sazzad

University of London, London, UK



Bhargabi Das

University of Delhi, New Delhi, India



Christopher Shoop-Worrall

University of Sheffield, Yorkshire, UK



Desiree Foerster

University of Potsdam, Brandenburg, Germany



Zhao Shuo

Northwestern Polytechnical University, Shaanxi,
China

WEDNESDAY, 05 JULY

WEDNESDAY, 05 JULY	
8:00-9:00	REGISTRATION DESK OPEN
9:00-9:30	CONFERENCE OPENING
	Phillip Kalantzis-Cope, Chief Social Scientist, Common Ground Research Networks, USA Grace Chang, Conference Producer, Common Ground Research Networks, USA Meg Welter, Spanish Language Program Coordinator, Common Ground Research Networks, USA
9:30-10:05	PLENARY SESSION (ENGLISH) - EWA DOMANSKA, ASSOCIATE PROFESSOR, DEPARTMENT OF HISTORY, ADAM MICKIEWICZ UNIVERSITY, POLAND / VISITING ASSOCIATE PROFESSOR, DEPARTMENT OF ANTHROPOLOGY, STANFORD UNIVERSITY, USA
	"Prefigurative Humanities"
10:05-10:40	COFFEE BREAK & GARDEN CONVERSATION (ENGLISH)
10:40-10:50	TRANSITION BREAK
10:50-11:40	TALKING CIRCLES
	Room 1: Critical Cultural Studies Room 2: Communication and Linguistics Studies Room 3: Literary Humanities Room 4: Civic, Political, and Community Studies Room 5: Humanities Education Room 6: 2017 Special Focus Room 7: Spanish Talking Circles
11:40-12:35	LUNCH
12:35-14:15	PARALLEL SESSIONS
Room 1	New Approaches to Humanities Education Thinking Critically and Catching Values in Modern Education: Humanistic Education Dr. Sahebrao G. Nigal, <i>Department of Philosophy, Tattwajana Vidyapeeth University, Mumbai University, Mumbai, India</i> <i>Overview:</i> Man-making education is a global necessity. Education cannot only be vocational; it must impart ethical values. There should be no gap between necessities of social life and life-oriented education. <i>Theme: Humanities Education</i> Emphasizing the "Human" in Humanities Education Dr. Randall E. Osborne, <i>College of Liberal Arts, Texas State University-San Marcos, San Marcos, USA</i> <i>Overview:</i> "Humanities" can be defined as, "the study of how people process and document the human experience." A model is discussed that teaches how to put the "human" into such education. <i>Theme: Humanities Education</i> Leisure and the Humanities Classroom: Reclaiming the Liberal Arts Dr. Timothy Sutton, <i>Communication Arts, Samford University, Birmingham, USA</i> <i>Overview:</i> This paper examines how neo-Aristotelian concepts of leisure, supplemented by data verifying postgraduate financial and academic success for humanities students, can promote the value of the arts in public discourse. <i>Theme: Humanities Education</i> The Use of Humor in Teaching and Learning in Higher Education Farhana Abu Bakar, <i>Higher Education Development Centre, University of Otago, Dunedin, New Zealand</i> Dr. Vijay Kumar, <i>Higher Education Development Centre, University of Otago, Dunedin, New Zealand</i> Prof. Tony Harland, <i>Higher Education Development Centre, University of Otago, Dunedin, New Zealand</i> <i>Overview:</i> This qualitative research explores humor in the context of teaching and learning in higher education. Findings indicate lecturers rehearsed and repeated humor and used humor to take control. <i>Theme: Humanities Education</i>
Room 2	Subversion in Literature Challenging the Structured Silence: The Vibrant Voice of Urmila in Kane Kavita's "Sita's Sister" Dr. Nizara Hazarika, <i>Department of English, Sonapur College, Guwahati, India</i> <i>Overview:</i> "Sita's Sister" is a retelling of "Ramayana" through Urmila's perspective. Through Urmila's vibrant voice the author has challenged Urmila's age-old silences by creating a new subversive discourse. <i>Theme: Literary Humanities</i> Narrating the Nation through "Her"-story: An Exploration of Women's History in "Hangwoman" Sruthi Vinayan, <i>Department of Humanities and Social Sciences, Indian Institute of Technology Madras, Chennai, India</i> <i>Overview:</i> This paper explicates "Hangwoman" as a "her"-story of India through the narratives recollected and retold by women about the nation, problematizing patriarchal constructs of "Indian womanhood" and female empowerment. <i>Theme: Literary Humanities</i> Slave Narrative in Domestic Bondage: "Incidents in the Life of a Slave Girl" Dr. Margaret Cullen, <i>Department of English, College of Arts and Sciences, Ohio Northern University, Ada, USA</i> <i>Overview:</i> This paper demonstrates how the mentoring of two white women writers pressures freed slave Harriet Jacobs to foreground regressive elements of American domesticity that subvert liberationist strategies of slave narratives. <i>Theme: Literary Humanities</i>



WEDNESDAY, 05 JULY

12:35-14:15	PARALLEL SESSIONS
Room 3	Literary Revisions and Rewritings Revenge Fanfiction: Using Dickens as a Shield Dr. Terrence Craig, <i>English Department, Mount Allison University, Sackville, Canada</i> <i>Overview:</i> Harry Johnston's 1919 novel, "The Gay-Donkeys," used Dickens' "Dombey and Son" as a shield for semi-autobiographical fiction that took revenge on those mandarins who had destroyed his civil service career. <i>Theme: Literary Humanities</i> Mastery and Mockery of the Gothic: Emotionality and Plot Structure in Radcliffe's "The Mysteries of Udolpho" and Austen's "Northanger Abbey" Dr. Cynthia Whissell, <i>Psychology Department, Laurentian University, Sudbury, Canada</i> <i>Overview:</i> This paper compares a successful Gothic novel written in 1794 to a parody of the Gothic from 1798 in terms of use of emotion in language and plot structure. <i>Theme: Literary Humanities</i> The Shape of Small Stories: Towards an Economy of Legendry Prof. John Laudun, <i>Department of English, University of Louisiana, Lafayette, USA</i> <i>Overview:</i> This paper examines the nature and role of legendry in both on-line and off-line domains in order to suggest possible computational models of this folk narrative form. <i>Theme: Communications and Linguistic Studies</i> The Future of Pakistani Language and Literature in the Age of Digital Technology and Globalization Dr. Kamran Muhammad, <i>Department of Urdu Language and Literature, University of the Punjab, Lahore, Pakistan</i> <i>Overview:</i> The doors of success and prosperity will be opened for the languages that will be compatible with digital advancement. This paper focuses on the Urdu language. <i>Theme: Critical Cultural Studies</i>
Room 4	Indigenous Studies What Remains: Indigenous Preservation of Federal Indian Schools and Re-inscribing Transitional Spaces of Un-Americanness Kimberly Teaman Carroll, <i>Department of Asian American Studies, Department of English, California State University, Northridge, Northridge, USA</i> <i>Overview:</i> This study examines twentieth-century American Indian-led initiatives to preserve Indian Schools that were initially instituted by the United States Government to assimilate indigenous populations through cultural alienation. <i>Theme: Civic, Political, and Community Studies</i> Reg(u)arding Indigenous Environmental Discourses in Philippine (F)laws Prof. Shekinah Dorelle Queri, <i>Department of Communication, University of the Philippines Baguio, Baguio, Philippines</i> <i>Overview:</i> Under the guise of development, Philippine laws are perceived by the Agta-Dumagat indigenous people as flawed, an antithesis of progress. They renegotiate their (muted) voices in environmental discourse. <i>Theme: Civic, Political, and Community Studies</i>
Room 5	Politics and Discourse Textual Relations: The Prospects for Non-binding Government Dr. Derek Wallace, <i>School of Linguistics, Victoria University, Wellington, New Zealand</i> <i>Overview:</i> This paper reports on research in progress on the nature, constraints, and possibilities of non-binding governmental arrangements such as those involving rights agreements conducted by the United Nations. <i>Theme: Civic, Political, and Community Studies</i> The Humanities and Emerging Political Representations Dr. Rafael Narvaez, <i>Department of Sociology, Winona State University, Winona, USA</i> <i>Overview:</i> Traditional political discourses are facing and often failing critical tests across the world, giving way to less democratic movements and leaders. Attacks on humanistic education partly explain these political upheavals <i>Theme: Civic, Political, and Community Studies</i>
Room 6	Teaching and Learning in the Humanities Can(n)on Fodder: Pirates, Pedagogy, and Literary History Dr. Noel Chevalier, <i>Luther College, University of Regina, Regina, Canada</i> <i>Overview:</i> This paper offers specific examples of pedagogical strategies that exploit the unique properties of eighteenth-century pirate narratives to bolster undergraduate studies in the humanities. <i>Theme: Humanities Education</i> Generating Intercultural and Intergenerational Conversations: Teaching the Graphic Novel, "Abina and the Important Men," in a Humanities Core Curriculum Prof. Ann Dunn, <i>Humanities Program and Arts and Ideas Program, University of North Carolina at Asheville, Asheville, USA</i> <i>Overview:</i> "Abina and the Important Men" is a literary/visual work worthy of inclusion as a core text in a required humanities program at the heart of a liberal arts education. <i>Theme: Literary Humanities</i> Innovation for Language Education in a Globalizing World: An Investigation on the Effect of Content and Language Integrated Learning for Japanese Students at the Tertiary Level Yoshie Iijima, <i>Department of Integrated Arts and Science, National Institute of Technology, Okinawa College, Nago, Japan</i> <i>Overview:</i> This paper reports on the implementation of Content and Language Integrated Learning (CLIL) for students in Japan who are facing a great necessity for acquiring global competencies, especially communication skills. <i>Theme: Humanities Education</i>
Room 7	Spanish Plenary Session and Garden Conversation Lourdes Roca, <i>Profesora-Investigadora, Instituto Mora, México</i> "Metodologías de investigación: Oralidad y visualidad en la construcción y difusión del conocimiento social"
Room 8	Chinese Plenary Session and Garden Conversation



WEDNESDAY, 05 JULY

12:35-14:15	PARALLEL SESSIONS
Room 9	Literary Criticism Locating Authenticity: Padang Literary Heritage Dr. Ferdinal Ferdinal, <i>Department of English, Faculty of Humanities, Andalas University, Padang, Indonesia</i> <i>Overview:</i> This paper authenticates literary heritage from the novel "Siti Nurbaya" in Padang, West Sumatra, Indonesia and investigates the potential of its tourism attractions as indexed from the story. <i>Theme: Literary Humanities</i> Institutionalization of Literature: Role of Criticism and Creative Writing Arya Aryan, <i>Department of English Studies, Durham University, Durham, UK</i> <i>Overview:</i> After the institutionalization of literature, symptoms of paranoia transferred onto protagonists who are often writers begin to be a feature of the writing of the late 1950s and 1960s. <i>Theme: Literary Humanities</i> The Major Themes in Colleen McCullough's "The Thorn Birds": Perception of Family Dr. Wahaj Unnisa Warda, <i>Department of English, Prince Sattam Bin Abdul Aziz University, Al- Kharj, Saudi Arabia</i> <i>Overview:</i> As the literature of the Commonwealth has gained importance, Australian literature can be best understood in the context of the "The Thorn Birds" by Colleen McCullough. <i>Theme: Literary Humanities</i>
14:15-14:30	COFFEE & TRANSITION BREAK
14:30-16:10	PARALLEL SESSIONS
Room 1	Studies on Language Instruction Becoming Teachers of English-language Learners in Two Multicultural Countries: Narratives from Pre-service Teachers in the United States and Malaysia Dr. Khairul Aini Mohamed Jiri, <i>Assessment and Evaluation Unit, English Language Teaching Centre, Ministry of Education Malaysia, Bandar Enstek, Malaysia</i> <i>Overview:</i> This study explores the experience of becoming English teachers in two multicultural countries through narratives from pre-service teachers in the United States and Malaysia. <i>Theme: Humanities Education</i> Issues and Challenges of Teaching English in Multilingual Classes: A Case Study of the Colleges of Assam, India Dr. Bornali Bhuyan, <i>Department of English, K.R.B. Girls' College, Guwahati, India</i> <i>Overview:</i> Multilingualism in India has existed for ages; however, most Indian children are taught today in language(s) that are not their mother tongue. This paper highlights the challenges of multilingual teaching. <i>Theme: Humanities Education</i> Teaching English to the Blind: The Case of a Blind Student in an English as a Foreign Language Class at the National University of Costa Rica May Ling Gonzalez, <i>Faculty of Philosophy and Letters, School of Literature and Language Sciences, National University of Costa Rica, Heredia, Costa Rica</i> Ivannia Ramos, <i>Faculty of Philosophy and Letters, School of Literature and Language Sciences, National University of Costa Rica, Heredia, Costa Rica</i> <i>Overview:</i> This paper develops the importance of adapting didactic material for the blind in an English as a Foreign Language class and provides the testimony of Álvaro a blind student. <i>Theme: Humanities Education</i> "Sorry" as an Indicator for Self-negation Used by Learner in L2 Classrooms Ruowei Yang, <i>School of Education and Languages, Open University of Hong Kong, Hong Kong, China</i> Bennan Zhang, <i>Faculty of Education, University of Hong Kong, Hong Kong, China</i> <i>Overview:</i> This study analyzes the naturally occurring word "sorry" in adult learners' talk in L2 classrooms and explains its pragmatic negation from the perspectives of meaning construction and conversation analysis. <i>Theme: Humanities Education</i>
Room 2	Gender Studies and Literature The Ecofeminism of Val Plumwood as Manifested in Jane Smiley's "A Thousand Acres," Willa Cather's "A Lost Lady," and Ernest Callenbach's "Ecotopia" Mona Said, <i>English Department, Faculty of Women, Ain Shams University, Cairo, Egypt</i> <i>Overview:</i> Ecological feminism is the third wave of feminism which asserts that male domination is the sole cause of the environmental degradation as well as the oppression of women. <i>Theme: Literary Humanities</i> Feminist Voices from the Margins of Caste and Class: In the Context of Contemporary Hindi Poetry Dr. Rekha Sethi, <i>Department of Hindi, Indraprastha College for Women, University of Delhi, New Delhi, India</i> <i>Overview:</i> The matrix of gender, class, and caste is complex in India. I analyze the feminist position of contemporary female poets from the margins where subaltern identity supersedes gender. <i>Theme: Literary Humanities</i> Subaltern Voices in the Oral Traditions of Mithila Dr. Vinita Sinha, <i>Department of English, Indraprastha College for Women, University of Delhi, New Delhi, India</i> <i>Overview:</i> This paper analyses the oral tradition of "Mithila," where female voices confront, negotiate, and even subvert the dominant society by reinventing popular myths from women's perspectives. <i>Theme: Critical Cultural Studies</i>



WEDNESDAY, 05 JULY

14:30-16:10	PARALLEL SESSIONS
Room 3	Intertextuality and Experimentation Ezra Pound's Imagisme and Yone Noguchi's Hokku Spirit Prof. Jihee Han, <i>English Department, College of Humanities, Gyeongsang National University, Jinju, South Korea</i> <i>Overview:</i> This paper re-examines the overrated estimation of Pound's "indebtedness to the spirit of Japanese poetry" in general and Noguchi's hokku in particular. <i>Theme: Literary Humanities</i> Fighting for a New World: Martial Arts Movies in a Western Context Xavier Lin, <i>Department of Foreign Languages and Literature, National Chi Nan University, Puli, Taiwan</i> <i>Overview:</i> This paper discusses how martial arts movies have evolved from literary sources and been translated into the Western context, highlighting the significance and importance of Ang Lee. <i>Theme: Literary Humanities</i> Transnational Turn in Practice: Developing Methods for Analyzing Japanese Influences in Polish Literature Katarzyna Deja, <i>Faculty of Polish Studies, Jagiellonian University, Kraków, Poland</i> <i>Overview:</i> This paper focuses on a methodology of analyzing cross-cultural influences in modernist literature in a specific case study. The main sources of inspiration are theories of transculturality, intertextuality, and postcolonialism. <i>Theme: Literary Humanities</i> Becoming a Great Poet: Eddie Jefferson's Vocalese Analyzed through Harold Bloom's "The Anxiety of Influence" Irene Monteverde, <i>Department of Music, University of Pittsburgh, Pittsburgh, USA</i> <i>Overview:</i> This paper demonstrates how Jazz "vocalese" artist, Eddie Jefferson, became a "great poet," as defined in Harold Bloom's "The Anxiety of Influence: A Theory of Poetry." <i>Theme: Literary Humanities</i>
Room 4	Rethinking the Humanities Fiction Writing in Ubuntu Research: A Unique Outcome Prof. Julian Cornelius Muller, <i>Centre for the Advancement of Scholarship, Department of Practical Theology, Faculty of Theology, University of Pretoria, Pretoria, South Africa</i> <i>Overview:</i> This paper explores the possibilities of using fiction writing in research. This will be followed by the story of an Ubuntu-research project, which will function as a case study. <i>Theme: Critical Cultural Studies</i> Humanities' Future Tense: Mapping Interdisciplinary Approaches in a Research Project Prof. Ana Clara Birrento, <i>Department of Linguistics and Literatures, School of Social Sciences, Research Centre for the Study of Letters, Évora, Portugal</i> Prof. Maria Helena Saianda, <i>University of Evora, Evora, Portugal</i> Prof. Olga Gonçalves, <i>Department of Linguistics and Literatures, University of Evora, Evora, Portugal</i> <i>Overview:</i> Overcoming the epistemological barriers and frontiers, the project "Landscapes of the Self" is as an example of interdisciplinary work between cultural studies and discourse analysis. <i>Theme: Critical Cultural Studies</i> Sex Self-identification and the Non-binary Body: A Case for the Reintegration of Sex and Gender in Trans* Studies Evelyn Callahan, <i>Department of Social Sciences, Media, and Communications, Brunel University London, London, UK</i> <i>Overview:</i> This paper discusses the implications of separating the concepts of sex and gender in trans* studies along with an argument that this separation can limit the acceptance of trans* people. <i>Theme: Critical Cultural Studies</i> Museum Audience Research Based on User Experience: Chiang Kai-shek Memorial Hall in Taiwan Chan-Li Lin, <i>Department of Cultural and Creative Industries Management, National Taipei University of Education, Taipei City, Taiwan</i> Sheng-Yen Lin, <i>National Taipei University of Education, Taipei, Taiwan</i> Ming-Jung Chia, <i>Department of Cultural and Creative Industries Management, National Taipei University of Education, Taipei, Taiwan</i> <i>Overview:</i> This study proposes the technological guide design model of "two-tracks and eight steps" and actually applied it to the visitor study on micro-positioning navigation of permanent exhibitions. <i>Theme: Civic, Political, and Community Studies</i>
Room 5	New Media, New Messages, New Meanings Books and Readers on the "Booktube Newbie Tag": An Ethnographic Study Renata Prado Alves Silva, <i>Communication and Media, Estacio Juiz de Fora University Center, Juiz de Fora, Brazil</i> <i>Overview:</i> The booktube community consists mainly of individuals who publish videos about books on YouTube. This study, using an ethnographic approach, focuses on analyzing videos known as "Booktube Newbie Tag." <i>Theme: Communications and Linguistic Studies</i> The Anatomy of a Trending Topic Katerina Girginova, <i>Annenberg School for Communication, University of Pennsylvania, Philadelphia, USA</i> <i>Overview:</i> This paper explores Twitter's trending topic of the year, the Rio 2016 Olympic Games, as well as what such trends reveal and conceal about society. <i>Theme: Communications and Linguistic Studies</i> Human"ish": Voices from Beyond the Grave in New Media Narratives Dr. Heather Duncan, <i>Division of Humanities and Social Sciences, English Language and Literature Studies Programme, United International College, Zhuhai, China</i> <i>Overview:</i> This paper is an examination of narratives involving digital "ghosts" and contemporary death culture through the lens of transhumanist and speculative realist philosophy. <i>Theme: Communications and Linguistic Studies</i> Institutional Crisis and New Forms of Interaction through Social Media: The Political Participation of Young University Students in Mexico and Ecuador Dr. Daniel Javier de la Garza Montemayor, <i>Faculty of Political Science and Public Administration, Autonomous University of Nuevo León, San Pedro, Mexico</i> Dr. Daniel Barredo Ibáñez, <i>School of Human Sciences, Universidad del Rosario, Bogotá, Colombia</i> <i>Overview:</i> The crisis of conventional media, which is visible from a progressive transfer of audiences to new media, is related to the crisis of public institutions. <i>Theme: Civic, Political, and Community Studies</i>

WEDNESDAY, 05 JULY

14:30-16:10	PARALLEL SESSIONS
Room 6	Identity, Marginalization, Resistance Ethnic Identity between Assimilationism and Separatism: August Wilson's "Joe Turner's Come and Gone" (1984) and Luis Valdez's "Zoot Suit" (1979) Amal Ibrahim Kamel, <i>Department of English Language and Literature, Faculty of Arts, Fayoum University, Fayoum, Egypt</i> <i>Overview:</i> This research examines August Wilson's "Joe Turner's Come and Gone" (1984) and Luis Valdez's "Zoot Suit" (1979) to highlight the oppression and marginalization of African-Americans and Hispanics. <i>Theme: Literary Humanities</i> Of Colonial and Postcolonial Storyworlds: "Reconfiguring" London in Marina Warner's "Indigo" Gail Fincham, <i>Department of English, University of Capetown, Capetown, South Africa</i> <i>Overview:</i> This paper explores the importance of the "storyworld" concept in uniting ecology with narratology, illustrated by Marina Warner's juxtaposition of colonial, postcolonial, and alternative storyworlds in London and the Caribbean. <i>Theme: Literary Humanities</i> Mediating Partition through Visual Culture Dr. Kamayani Kumar, <i>Department of English, Aryabhata College University of Delhi, Ghaziabad, India</i> <i>Overview:</i> The partition of India is an intense cultural trauma. Transgenerational transmission of trauma has claimed millions. These refugees (mujahirs) are still negotiating notions of identity and belonging. <i>Theme: Civic, Political, and Community Studies</i>
Room 7	Session in Spanish
Room 8	Session in Chinese
Room 9	Social Policy, Human Rights, and Political Challenges Backward Areas and the Policy of Protective Discrimination in Jammu and Kashmir Idrees Mujtaba Sheikh, <i>Department of Sociology, Aligarh Muslim University, Aligarh, India</i> <i>Overview:</i> Despite the continuing policy of protective discrimination in Jammu and Kashmir, the study shows the lackadaisical approach and commitment of the state to social justice. <i>Theme: Civic, Political, and Community Studies</i> What Is the Effect of Universal Credit? Exploration of Officials' Perspectives towards Universal Credit's Influences on Their Clients' Employment-related Behaviors in London Shuo Fei, <i>Sociology and Social Policy School, University of Nottingham, Nottingham, UK</i> <i>Overview:</i> This paper explores perspectives of officials in Local Authorities, Jobcentre Plus, and Advice Centres on factors affecting their clients' employment-related behaviors change, shaped by politics. <i>Theme: Civic, Political, and Community Studies</i> Diplomacy Not War: The Commonwealth Heads of Government Meeting in Lusaka, Zambia and the Rhodesia Issue, 1979 Dr. Jazliza Jamaluddin, <i>Department of Civilization and Philosophy, School of Language, Civilization, and Philosophy, Universiti Utara Malaysia, Sintok, Malaysia</i> <i>Overview:</i> This paper focuses on the experience of the Commonwealth summit (CHOGM) in dealing with the Rhodesia problem in 1979. <i>Theme: Civic, Political, and Community Studies</i> What Does It Mean to Be Part of the Gendered Space/s of Social Work? Dr. Susan Huhana Mlecek, <i>Faculty of Arts and Education, School of Humanities and Social Sciences, Charles Sturt University, Bathurst, Australia</i> Dr. John Healy, <i>Faculty of Arts and Education, School of Humanities and Social Sciences, Charles Sturt University, Bathurst, Australia</i> Dr. Donna Bridges, <i>Faculty of Arts and Education, School of Humanities and Social Sciences, Charles Sturt University, Bathurst, Australia</i> <i>Overview:</i> Privilege and power in social work practice are important for achieving gender equality. The "gone-ness of female social workers" reveals ethical dilemmas in maintaining an equality framework alongside male workers. <i>Theme: Civic, Political, and Community Studies</i>
16:10-16:20	TRANSITION BREAK
16:20-18:00	PARALLEL SESSIONS
Room 1	Education in a Knowledge Society Circumstance and Creativity, a History Prof. David Ritchie, <i>Liberal Arts Department, Pacific Northwest College of Art, Portland, USA</i> <i>Overview:</i> If the project is to nurture creativity in a Knowledge Society, what does history tell us about new directions in the Humanities that might be needed? <i>Theme: Special Theme 2017: New Directions of the Humanities in the Knowledge Society</i> Knowledge Making: An Art Class in Thinking George R. (Bob) Martin, Jr., <i>Liberal Arts, Art Institute of Portland, Portland, USA</i> <i>Overview:</i> I focus on making knowledge as essentially a creative act. The process I describe draws from a revisioning of rhetoric and my experience of creating art in the theater. <i>Theme: Special Theme 2017: New Directions of the Humanities in the Knowledge Society</i> The Urgent Significance of "Big Humanities" in a Multi-knowledge, Multi-faith, Multi-needy World: Philosophical and Pragmatic Perspectives Informed by Teleology, Transdisciplinarity, Cognizance of the Demands of a STEM-oriented Society, Subjunctive Modes of Thinking, and Deep Literacy Prof. Rosemary Johnston, <i>Faculty of Arts and Social Sciences, International Research Centre for Youth Futures, University of Technology Sydney, Sydney, Australia</i> <i>Overview:</i> This paper proposes a "Big Humanities" based on theory, research, and practice, that is of critical significance in a post-truth world which is not one knowledge society but many. <i>Theme: Special Theme 2017: New Directions of the Humanities in the Knowledge Society</i> Reconstructing the American Civil War: Causality Perspectivization Jamila Zghal, <i>Mechanical Engineering Department, Faculty of Letters and Human Sciences, High Institute of Technological Studies, Sfax, Tunisia</i> <i>Overview:</i> This paper explores constructions of the American Civil War (1861-1865) from three different perspectives pertaining to historiographical controversies. <i>Theme: Special Theme 2017: New Directions of the Humanities in the Knowledge Society</i>



WEDNESDAY, 05 JULY

16:20-18:00	PARALLEL SESSIONS
Room 2	Education Studies A Home for the Humanities: Our Residential Hall's Foundational Years Rosalie Barrera, <i>Department of Modern Languages and Cultures, Baylor and Beyond Living-Learning Center, Baylor University, Waco, USA</i> <i>Overview:</i> I discuss Baylor and Beyond, a Living-Learning Center dedicated to the development and acclimation of first-year students as well as to studies in the humanities. <i>Theme: Humanities Education</i> Creating and Implementing a Certificate in Entrepreneurial Music Dr. Linda Pohly, <i>School of Music, College of Fine Arts, Ball State University, Muncie, USA</i> Dr. Mihoko Watanabe, <i>School of Music, Ball State University, Muncie, USA</i> <i>Overview:</i> Entrepreneurialism in music in higher education is currently an important topic. But how does a "traditional" School of Music insert such a program practically within the construct of traditional programs? <i>Theme: Humanities Education</i> Ignoring Me Is Part of Learning: Supervisory Feedback on Doctoral Writing Dr. Vijay Kumar, <i>Higher Education Development Centre, University of Otago, Dunedin, New Zealand</i> Dr. Susan Carter, <i>Centre for Learning and Researching Higher Education, University of Auckland, Auckland, New Zealand</i> <i>Overview:</i> The emotional response from doctoral students receiving writing feedback and their desire for honesty from supervisors may demotivate students to the degree that supervisors hesitate to give rigorous feedback. <i>Theme: Humanities Education</i> Crossing Disciplinary Boundaries with the Narrative: College Success Found in Collaborative Partnerships Dr. Zofia Lesinska, <i>Doheny Memorial Library, University of Southern California, Los Angeles, USA</i> Dr. Ross Scimeca, <i>Philosophy Library, University of Southern California, Los Angeles, USA</i> Melissa L. Miller, <i>MMLIS, Rossier School of Education, University of Southern California, Los Angeles, USA</i> <i>Overview:</i> Situated in the context of recent debates on humanities education, this paper discusses interdisciplinary and collaborative research support for the Narrative Studies major at the University of Southern California. <i>Theme: Humanities Education</i>
Room 3	Critical Social Studies Shining through the Twenty-first Century? The Modern Major Remodeling of the Gilbert and Sullivan Operas Dr. Alan Fischler, <i>Department of English, Le Moyne College, Syracuse, USA</i> <i>Overview:</i> In three of fourteen libretti, Gilbert's comedy clashes sharply with current sensibilities regarding geopolitics, gender, and race. Can offensive content be edited out of the operas without destroying their ethos? <i>Theme: Literary Humanities</i> The Domino Effect: Race, Immigration, and Political Extremism Holly Collins, <i>Department of Modern Languages and Cultures, Baylor University, Waco, USA</i> <i>Overview:</i> This paper examines how literature contributes to the rise of racist and anti-immigrant sentiment and the fallout that continues to affect people of color through the lens of Francophone literature. <i>Theme: Literary Humanities</i> The Haunting Legacy of Edgar Allan Poe: Mystery and History Dr. Mabel Deane Khawaja, <i>Hampton University, Hampton, USA</i> <i>Overview:</i> Literature informs vacuous cultural memory to illuminate the gap between reality and history. Poe's legacy of haunting images and symbols confronts blind spots of historical perspective that ignore racial diversity. <i>Theme: Literary Humanities</i> Shakespeare's Exclusionary "Slime": A Rationale for the Study of Exclusion Rajiv Thind, <i>School of Communication and Arts, University of Queensland, Brisbane, Australia</i> <i>Overview:</i> The crisis of survival in the humanities has accelerated the study of activist and inclusive aspects of Shakespeare's plays, grossly undermining the study of exclusion and exclusionary but entertaining "slime." <i>Theme: Literary Humanities</i>
Room 4	Narrative Construction and Identity Deterritorialization of Identity in Mohsin Hamid's "The Reluctant Fundamentalist": A Deleuzian Reading Mahdi Sepehrmanesh, <i>National Cheng Kung University, Tainan, Taiwan</i> <i>Overview:</i> This paper examines how Mohsin Hamid's characters in "The Reluctant Fundamentalist" react when engaged with the 9/11 incident as a desiring machine. The investigation is conducted based on Deleuzian schizoanalysis. <i>Theme: Literary Humanities</i> Dialectics of Shifting Identities in David Levithan's "Everyday" Bornali Nath Dowerah, <i>Department of English, Manohari Devi Kanai College, Dibrugarh, India</i> <i>Overview:</i> Identity does not conform to a fixed dimension. It keeps on shifting. This paper explores the dialectics of the consciousness of being and of becoming, of "existence" and "essence." <i>Theme: Literary Humanities</i> Social Cohesion as the Principal Requirement for Social Stability as Reflected in Oehm Nxumalo's Short Story "Lomngcwabo Ngowabakhethiweyo" (This Funeral Is for the Chosen Ones) Prof. Stanley Madonsela, <i>Department of African Languages, University of South Africa, Pretoria, South Africa</i> <i>Overview:</i> This paper clarifies the concept of social cohesion by reviewing its inherent dimensions in context with the sociological perspectives exemplified in Oehm Nxumalo's short story. <i>Theme: Literary Humanities</i> Subversions of Traffic Temporality in Spaces of Recreation Ian Harvey Claros, <i>English Department, Ateneo de Manila University, Manila, Philippines</i> <i>Overview:</i> This paper provides a critique of temporality insinuated by traffic seen in selected Philippine fiction. <i>Theme: Literary Humanities</i>



WEDNESDAY, 05 JULY

16:20-18:00	PARALLEL SESSIONS
Room 5	Family Dynamics and Globalization Change in the Development of Intimacy and Identity in India Due to Economic Development: An Observable Cultural Shift toward Self-determination Dr. Alexander Scott, <i>Bloomington, USA</i> <i>Overview:</i> The increasing shift from multi-family to nuclear family households due to economic development may suggest an accompanying shift from parent-child relationships to parental couples as the locus of psychosocial development. <i>Theme: Civic, Political, and Community Studies</i> Transnational Family Narratives and the Story-teller Agent: Socio-narratology and Constructing Knowledge in the Borderlands/la Frontera Dr. Kezia Carpenter, <i>Early Childhood Education Division, Instituto Alberto Einstein, Panama City, Panama</i> <i>Overview:</i> This paper argues that socio-narratology offers researchers a practice of knowledge construction that better recognizes transnational families and develops agency on their behalf through a risk and resiliency approach. <i>Theme: Civic, Political, and Community Studies</i> Building Social Capital for Refugees through English Language Learning Dr. Jann Carroll, <i>Faculty of Education and Arts, School of Education, Australian Catholic University, Canberra, Australia</i> <i>Overview:</i> This paper discusses an innovative project which encouraged parents of South Sudanese refugee children to engage in family literacy practices in Australia, thereby increasing their social capital and belonging. <i>Theme: Civic, Political, and Community Studies</i>
Room 6	Politics of Nation Building Teacher Education in Assam, North-east India: The Contribution of Christian Missionaries since the British Regime to the Present Day Dr. Maloshi Choudhury, <i>English Department, North Gauhati College, Guwahati, India</i> <i>Overview:</i> In 1882 the Christian missionaries established the first teacher training institutes in Assam. The subsequent growth, contribution, and "Teacher Education" system of missionary education will be delineated and discussed here. <i>Theme: Civic, Political, and Community Studies</i> Informal Curriculum in a Private School in Hong Kong under British Colonial Governance Dr. Ka-ka Lam, <i>Department of Educational Administration and Policy, Chinese University of Hong Kong, Hong Kong, China</i> <i>Overview:</i> Informal curriculum in one of the overseas Chinese schools in Hong Kong is examined, in order to understand how the project of national identity construction was launched after WWII. <i>Theme: Civic, Political, and Community Studies</i> Historical Consciousness in China: An Examination of Chinese History Textbooks from Junior High School to College Prof. Pei-Fen Sung, <i>Center for Teacher Education, National Taipei University, Taoyuan, Taiwan</i> <i>Overview:</i> Chinese history textbooks from junior high, high-school, to college are examined to explore Chinese historical consciousness after the opening-up policies in the 1980s. <i>Theme: Civic, Political, and Community Studies</i>
Room 7	Session in Spanish
Room 8	Session in Chinese
Room 9	Literature and Society "The Godfather," or the Sovereign Luis Alfredo Intersimone, <i>Modern Languages Department, Texas State University-San Marcos, Austin, USA</i> <i>Overview:</i> This paper explores the relationship between sovereignty and "The Godfather," according to the theories first advanced by Hobbes, and later developed by Schmitt, Foucault, Agamben, and Derrida, among others. <i>Theme: Literary Humanities</i> The Stature of Indian Literary Anna Bhau Sathe in the World of Literature and His Contribution to Social Transformation Dr. Devanand Shinde, <i>Department of Family and Child Welfare, Savitribai Phule Pune University, Pune, India</i> <i>Overview:</i> This paper throws light on the life of the great Indian literary author Anna Bhau Sathe and his literary contribution that lead to social transformation. <i>Theme: Literary Humanities</i> Multidisciplinary Cultural Reflections in the Literary Works of Douglas Coupland Prof. Nishi Pandey, <i>Department of English and Modern European Languages, University of Lucknow, Lucknow, India</i> <i>Overview:</i> Douglas Coupland's frantic engagements in his novels reflects a feverish urge to define modern culture. This paper explores how his art turns into a symptom of the contemporary cultural condition. <i>Theme: Literary Humanities</i> American Dystopias: Fascism in Philip Roth's "The Plot against America" and Philip K. Dick's "The Man in the High Castle" Dr. John Stone-Mediatore, <i>Comparative Literature Department, Ohio Wesleyan University, Delaware, USA</i> <i>Overview:</i> This paper provides an exploration of fascism in two postmodern American novels, fictional alternative histories that imagine the rise of Nazism in the USA after World War Two. <i>Theme: Literary Humanities</i>
Room 10	Late Additions



THURSDAY, 06 JULY

THURSDAY, 06 JULY	
8:15-9:00	REGISTRATION DESK OPEN
9:00-9:15	DAILY UPDATE
9:15-9:50	PLENARY SESSION (ENGLISH) - DR. OUYANG KANG, PROFESSOR AND DIRECTOR OF THE INSTITUTE OF PHILOSOPHY, HUAZHONG UNIVERSITY OF SCIENCE AND TECHNOLOGY, CHINA
	"World Complexity, Paradox of Human Nature and the Academic Mission of Humanistic Studies Today"
9:50-10:20	GARDEN CONVERSATION & COFFEE BREAK
10:20-10:30	TRANSITION BREAK
10:30-12:10	PARALLEL SESSIONS
Room 1	Technology and Humanities Education Eye-teaching in the Humanities Dr. Gregory Minissale, <i>Department of Art History, Faculty of Arts, University of Auckland, Auckland, New Zealand</i> <i>Overview:</i> Eye tracking technology brings together vision science, psychology, and art history as an innovative way to deliver critical skills for a variety of learning styles. <i>Theme: Humanities Education</i> Visual Teaching, Visual Learning: Video Methodologies in the Classroom Prof. Maheshvari Naidu, <i>School of Social Sciences, University of KwaZulu-Natal, Durban, South Africa</i> <i>Overview:</i> This paper discusses classroom experiences of using video as part of teaching. The paper draws on feedback from honors students tasked to create their own video ethnographies. <i>Theme: Humanities Education</i> Digital Identity Narratives: The Stories Within Prof. Leila Kajee, <i>Department of Education and Curriculum Studies, Faculty of Education, University of Johannesburg, Johannesburg, South Africa</i> <i>Overview:</i> This paper engages with digital literacy and identity construction. Case studies of how adolescents construct their identities digitally are discussed. <i>Theme: Humanities Education</i>
Room 2	Narrative Techniques Writer as a Reader: The Importance of Marginalia in Fernando Pessoa's Writings Dr. Maria do Céu Estibeira, <i>University of Lisbon, Lisbon, Portugal</i> <i>Overview:</i> This paper describes the importance of marginalia in literary studies. Fernando Pessoa's marginalia is used as a case study. <i>Theme: Literary Humanities</i> Sequence and Duration in Graphic Novels Dr. Marc Wolterbeek, <i>English Department, Notre Dame de Namur University, Belmont, USA</i> <i>Overview:</i> This paper explores the temporal and spatial dimensions of two well-known graphic novels, "Sandman" and "Watchmen," analyzing specific chapters in terms of sequence and duration. <i>Theme: Literary Humanities</i> Spiritualism and Decolonization in Angolan Literature Vincenzo Cammarata, <i>King's College London, London, UK</i> <i>Overview:</i> This paper investigates spiritualism in post-colonial Angolan Literature through critical discourse analysis, describing how language works in the process of decolonization among Lusophone Angolan writers. <i>Theme: Literary Humanities</i> The Place of Novels in the Mesnevi Form in Classical Turkish Literature Assistant Professor Dr. Emel Nalçacıgil Çopur, <i>Akdeniz University, Konya, Turkey</i> <i>Overview:</i> The mesnevi's of classical Turkish literature are the form of verse which narrate the events which occurred in the past or were likely to occur by mentioning place and time. <i>Theme: Literary Humanities</i>
Room 3	The Humanities and Religion Limits of Religious Toleration in John Locke: Lessons for Today Dr. Wioleta Polinska, <i>Religious Studies, North Central College, Naperville, USA</i> <i>Overview:</i> Given diversity of religious views, Locke argues that tolerance is an appropriate Christian response. However, Locke's position is already situated within the larger commitments of his Protestant Christian faith. <i>Theme: Critical Cultural Studies</i> Sudden Enlightenment as Revolutionary Awakening Dr. Sun Kyeong Yu, <i>Department of Philosophy, Minnesota State University, Mankato, St. Paul, USA</i> <i>Overview:</i> Sudden enlightenment is revolutionary enlightenment attained when one's essentialist and realist worldview is replaced by the Buddhist perspective of dependent arising and emptiness. <i>Theme: Critical Cultural Studies</i> What Is Buddha Nature? Dr. Chang-Seong Hong, <i>Department of Philosophy, Minnesota State University Moorhead, Moorhead, USA</i> <i>Overview:</i> This paper introduces a way to incorporate the realist notion of the Buddha Nature in the nominalist philosophical system of Buddhism. <i>Theme: Critical Cultural Studies</i> Iqbal's Communication with the Reader in the Light of a Kierkegaardian Hermeneutics Dr. Sevcen Ozturk, <i>Department of Philosophy and Religious Studies, Faculty of Religious Studies, Social Sciences University of Ankara, Ankara, Turkey</i> <i>Overview:</i> This paper examines the literary technique of Muhammad Iqbal, one of the most eminent figures of modern Islamic thought, in the light of Kierkegaard's method of "indirect communication." <i>Theme: Critical Cultural Studies</i>

THURSDAY, 06 JULY

10:30-12:10	PARALLEL SESSIONS
Room 4	Media Representations Negotiating Aging and Motherhood: Making Sense of the Beautiful Witches Phenomenon in Taiwan Dr. Yachien Huang, <i>Department of English Language and Culture, Tamkang University, Taipei, Taiwan</i> <i>Overview:</i> This paper discusses how the "bimajo" phenomenon helped urban Taiwanese women reconcile conflicts between youthful outlook and the ageing body and redefine modern Taiwanese motherhood. <i>Theme: Communications and Linguistic Studies</i> Conflicting Words for the Working Class: The Language of the Early Labor Press Christopher Shoop- Worrall, <i>Department of Journalism Studies, University of Sheffield, Sheffield, UK</i> <i>Overview:</i> The British left-wing press in the early twentieth century witnessed a linguistic battle between expected and lived working-class interests. This struggle of conceptualisation is arguably still alive today. <i>Theme: Communications and Linguistic Studies</i> True Crime and the Rise of Virtual Audience Investigative Communities: Analysis of "Making a Murderer" Michael Krieger, <i>School of Communication and Media Arts, Sacred Heart University, Fairfield, USA</i> <i>Overview:</i> This critical cultural study analyzes the Netflix documentary series, "Making a Murderer," with a specific focus on several mediated audience investigative communities that emerged in its wake. <i>Theme: Critical Cultural Studies</i> Being Human in Contemporary Java Indonesia: Critical Discourse of Javanese Cosmology in "Panjebar Semangat" Magazines Dr. Diah Ariani Arimbi, <i>Literary and Cultural Studies, Airlangga University, Surabaya, Indonesia</i> <i>Overview:</i> This study explores the changing nature of Javanese cosmology through an analysis of the "Panjebar Semangat" magazine. <i>Theme: Critical Cultural Studies</i>
Room 5	Film Studies Has Bollywood Become "Death Denying"? Cinematic Deaths of Terminally-ill Protagonists in Hindi Films before and after Liberalization in India Souvik Mondal, <i>Department of Sociology, Presidency University, Kolkata, India</i> <i>Overview:</i> The "death-denying" Western philosophy of the 1950s-60s has influenced cinematic deaths. This research studies the impact of western values on deaths in Hindi films before and after the 1990s. <i>Theme: Literary Humanities</i> Aura in a Reproduction: A Challenge to Walter Benjamin's False Dilemma through Stanley Kubrick's "A Clockwork Orange" Asya S. Ucar, <i>English Language and Literature Department, Iğdır University, Iğdır, Turkey</i> <i>Overview:</i> This paper explores the possibility of transferring the aura effectively to a reproduction challenging Walter Benjamin as Kubrick manages to create an autonomous work of art in "A Clockwork Orange." <i>Theme: Literary Humanities</i> Opposing Utopian and Dystopian Film Representations of the City: Landscape and Place in Brazilian Cinema Dr. Maria Helena Braga e Vaz da Costa, <i>Arts Department, Federal University of Rio Grande do Norte, Natal, Brazil</i> <i>Overview:</i> A cinematic geography, related to the concept of landscape and the place of dystopia, is discussed in the analysis of the contemporary Brazilian film "Recife Frio" (Kleber Mendonça Filho, 2009). <i>Theme: Literary Humanities</i>
Room 6	New Directions in the Humanities Making SIRO (Studies in Radicalism Online): How It Was Done, Why It Was Done, for Whom It Was Done, and Next Steps toward Building the Virtual Research Environment in Radicalism Studies Dr. Michael Rodriguez, <i>Digital Humanities and Digital Media Collections, Librarian for English and American Literature and Performing Arts, Michigan State University, East Lansing, USA</i> <i>Overview:</i> This paper discuss how Studies in Radicalism Online was created, and in particular how it works within the "parent" framework of the Advanced Research Consortium (ARC). <i>Theme: Civic, Political, and Community Studies</i> Trump Election Shows Dramatic Need for Blue Collar Studies in the United States and Elsewhere Prof. John Banzhaf, <i>The Law School, George Washington University, Washington, USA</i> <i>Overview:</i> Inability to predict or understand Trump's election dramatizes the need to study those without college degrees, his primary supporters, for the same reasons we have Black Studies, LGBT Studies, etc. <i>Theme: Critical Cultural Studies</i>
Room 7	Session in Spanish
Room 8	Session in Chinese
Room 9	Interdisciplinary and Multidisciplinary Humanities Art and Humanities: Disrupting the Currents of Energy and Extraction in Northern Canada Dr. Ruth Beer, <i>Faculty of Art, Emily Carr University of Art and Design, Vancouver, Canada</i> <i>Overview:</i> This transdisciplinary study addresses environmental and social concerns related to resource extractive industries through artistic research and humanities practices. <i>Theme: Special Theme 2017: New Directions of the Humanities in the Knowledge Society</i> More Than the Sum of Our Parts: Mining Difference toward Local-Global Learning and Democratic Civic Engagement Jermaine Singleton, <i>Department of English, Hamline University, Minneapolis, USA</i> <i>Overview:</i> This paper aligns mining the differences that beset our civic environments towards the promotion of life-long learning and social justice praxis with the commitments of critical race and ethnic studies. <i>Theme: Critical Cultural Studies</i> Humanity in the Age of the Anthropocene: The Crisis of Ethical Thinking and the Indigenous Worldview Dr. Yee Keong Choy, <i>Faculty of Economics, Keio University, Tokyo, Japan</i> <i>Overview:</i> This paper assesses the possible contribution of the indigenous worldview towards containing the human crisis of ethical thinking in our engagement with the earth system. <i>Theme: Critical Cultural Studies</i> Paradigms Lost: The Rise and Fall of Academic Disciplines Dr. Gary Teeple, <i>Department of Sociology and Anthropology, Simon Fraser University, Vancouver, Canada</i> <i>Overview:</i> All the disciplines of knowledge come into being at particular historical moments, and they change over time. This paper examines their origins, reasons for change, and current crises. <i>Theme: Critical Cultural Studies</i>

THURSDAY, 06 JULY

10:30-12:10	PARALLEL SESSIONS
Room 10	Critical Cultural Studies Endangered Tradition: A Traditional Form of Art Copies in Pre-modern China Dr. Sarah S.W. Ng, <i>Academy of Visual Arts, Hong Kong Baptist University, Hong Kong, China</i> <i>Overview:</i> This paper discusses a study on Chinese rubbings which are a traditional form of art copies in the Qing Dynasty, China (1644-1911). <i>Theme:</i> Critical Cultural Studies Re-imagining Cultural Heritage in the Modern Context: Contemporary Design in China Dr. Xiaomei Nie, <i>Graduate School at Shenzhen, Tsinghua University, Shenzhen, China</i> <i>Overview:</i> By analyzing Chinese designer's award-winning works from recent design competitions, we investigate the trend of contemporary Chinese design since 2008. <i>Theme:</i> Critical Cultural Studies Architectural Innovation in the Context of Cultural Heritage and Tradition Prof. Radoslav Zuk, <i>School of Architecture, McGill University, Montreal, Canada</i> <i>Overview:</i> Significant architecture embodies the latest cultural achievements of a society. By incorporating specific abstract attributes, a new architecture can be in harmony with its past, while allowing new radical departures. <i>Theme:</i> Critical Cultural Studies
12:10-13:00	LUNCH
13:00-13:10	TRANSITION BREAK
13:10-13:55	PARALLEL SESSIONS
Room 1	Poster Session The Effectiveness of Mobile Devices for Vocabulary Learning: Investigating the Use of Smartphones Abdulmajeed Almansour, <i>Faculty of Arts, Professional, and Social Studies, Liverpool John Moores University, Manchester, UK</i> <i>Overview:</i> This poster introduces the findings of an experimental study among second language learners to investigate the use of a smartphone application to support vocabulary learning beyond the classroom. <i>Theme:</i> Humanities Education Heightening Student Attention with Different Types of Music: Indigenous Elementary School Students in Taiwan Hung-Lin Chou, <i>Nation Chiayi University, Chiayi, Taiwan</i> Dr. Chih-Hung Lin, <i>National Chiayi University, Chiayi, Taiwan</i> <i>Overview:</i> This study analyzes which types of music heard while reading e-books affect learning attention for elementary school students in Taiwan. <i>Theme:</i> Humanities Education The Grammaticalization and Cognition of "Tou" Dr. Jixia Zhu, <i>Department of Chinese Literature, Chungbuk National University, Cheongju, South Korea</i> <i>Overview:</i> This study uses the theory of grammaticalization to analyze the relationships among the meanings of "tou," and discusses the conditions and mechanisms during the grammaticalization process of "tou." <i>Theme:</i> Communications and Linguistic Studies

THURSDAY, 06 JULY

13:10-13:55	PARALLEL SESSIONS
Room 2	Virtual Lightning Talk "The Lizzie Bennet Diaries": Adapting Classic Pieces of Literature for Online Platforms Angela Hart, <i>School of Communication, American University, Washington, USA</i> <i>Overview:</i> Books have inspired films for years. Then, stories were relayed on television. Now, classic pieces are created specifically for online platforms. How has this evolution affected the tales themselves? <i>Theme: Literary Humanities</i> It's Alive: The Implications of the Constant Transformation of English Dr. Orchida Fayeze, <i>Department of Translation, College of Humanities, Prince Sultan University, Riyadh, Saudi Arabia</i> <i>Overview:</i> This paper debates the array of dynamic factors contributing to the constant transformation of English without which any work or research by linguists, translators, or educators would be incomplete. <i>Theme: Communications and Linguistic Studies</i> Mechanism, Vitalism, and the Founding Principles of Organicism Dr. Dwayne Moore, <i>University of Saskatchewan, Saskatoon, Canada</i> <i>Overview:</i> I investigate the founding principles of organicism, which is an early twentieth century middle-ground position between mechanistic and vitalistic theories of living organisms. <i>Theme: Critical Cultural Studies</i> The Problematicization of Technological Progress in African American Music Teófilo Espada-Brignoni, <i>Universidad del Sagrado Corazón, San Juan, Puerto Rico</i> <i>Overview:</i> Throughout the twentieth century popular songs have problematicized particular aspects of modern progress. This paper explores differences in the problematicization of technology in songs performed by Caucasians and African Americans. <i>Theme: Critical Cultural Studies</i> Decision-making in an Argumentative Writing Task: A Focus on Self-questioning Besma Allagui, <i>English Department, Rabdan Academy, Abu Dhabi, United Arab Emirates</i> <i>Overview:</i> Despite studies conducted on writing development, few studies focus specifically on how writers juggle between several alternatives before taking action. This paper categorizes the writing decisions of student writers. <i>Theme: Humanities Education</i> An Ontology-based Approach for Creating a Digital Repository of Murals in Havelis in the Shekhawati Region of Rajasthan Dr. Geetha Bakilapadavu, <i>Department of Humanities and Social Sciences, Birla Institute of Technology and Science, Pilani Goa Campus, Zuarinagar, India</i> Prof. Sundar S. Balasubramaniam, <i>Computer Science and Information Systems, Birla Institute of Technology and Science, Pilani, Pilani, India</i> <i>Overview:</i> The Shekhawati region in Rajasthan is known for its old Havelis (merchant mansions) that display a distinguishable style of murals with rich details. Our problem is based on archiving them. <i>Theme: Critical Cultural Studies</i> Puerto Precario: Precarious Work in Puerto Rico in the Last Decade and Its Consequences in Public Workers' Lives Stephanie Mercado - Irizarry, <i>El Instituto: Institute of Latina/o, Caribbean, and Latin American Studies, University of Connecticut, Stafford Springs, USA</i> <i>Overview:</i> This study discusses the causes of precarious work in Puerto Rico and how it effects the mass migration of workers from Puerto Rico to the United States. <i>Theme: Civic, Political, and Community Studies</i> Women's March: Signs of Resistance Dr. Fabiola Salek, <i>Department of World Languages, Literatures, and Humanities, York College, City University of New York, New York City, USA</i> Dr. Elizabeth Meddeb, <i>Department of World Languages, Literatures, and Humanities, York College, City University of New York, New York City, USA</i> <i>Overview:</i> This study examines the rhetorical devices used (form) and messages conveyed (function) in the protest art employed at the Women's flagship March on Washington DC in January 21, 2017. <i>Theme: Communications and Linguistic Studies</i>
Room 4	Workshop in Spanish
Room 10	Publish Your Article or Book with Common Ground (English)
13:55-14:10	COFFEE AND TRANSITION BREAK
14:10-15:50	PARALLEL SESSIONS
Room 1	Approaches and Strategies to Second Language Learning Enhancing Second Language Listening through Interpretation and Evaluation Dr. Tanya de Hoyos, <i>Spanish Department, Defense Language Institute Foreign Language Center, Monterey, USA</i> <i>Overview:</i> This study explores second language listening, using the active and effective listening skills of interpretation and evaluation, and offers recommendations to help students improve their listening comprehension skill. <i>Theme: Humanities Education</i> Determining Noun Countability Using a Learner's Dictionary: The Case of Hong Kong Cantonese English as a Second Language Learners Dr. Alice Yin Wa Chan, <i>Department of English, City University of Hong Kong, Hong Kong, Hong Kong</i> <i>Overview:</i> This paper discusses how Cantonese English as a second language learners determine noun countability using a learner's dictionary and explores the problems they encounter. <i>Theme: Humanities Education</i> An Implementation of Arts-based Sheltered Instruction Strategies as an Effective Pedagogy: Enhancing English Language Learners' Self-esteem and Self-efficacy in Learning Chun-Chieh Catherine Chen, <i>Art and Visual Culture Education Division, University of Arizona, Tucson, USA</i> <i>Overview:</i> This study examines how arts-based sheltered instruction strategies and activities can encourage in-class communications which in turn benefit ELLs in learning and elevates their self-esteem, learning outcome, and academic performance. <i>Theme: Humanities Education</i> On the Function of Humor in English as a Foreign Language Teaching Pedagogy Dr. Shuo Zhao, <i>School of Humanity, Northwestern Polytechnical University, Xi'an, China</i> <i>Overview:</i> Writing is a practical process in EFL. Humor pedagogy, which combines product and process method in English writing pedagogy, is one of the best ways to improve students' writing skills. <i>Theme: Humanities Education</i>



THURSDAY, 06 JULY

14:10-15:50	PARALLEL SESSIONS
Room 2	Addressing Social Issues: Literary Humanities The Portrayal of Bullying in Contemporary South African Young Adult Fiction Prof. Corene de Wet, <i>Open Distance Learning, University of the Free State, Bloemfontein, South Africa</i> <i>Overview:</i> This study sheds light on contemporary South African young adult fiction's characterization of victims, bullies, bully-victims, and bystanders, the different types of bullying, and the coping strategies of the victims. <i>Theme: Literary Humanities</i> Home and Aged Care in Contemporary American Drama Dr. Chin-ying Chang, <i>Department of Applied Linguistics and Language Studies, Chung Yuan Christian University, Chung Li, Taiwan</i> <i>Overview:</i> This paper studies selected American plays to elaborate that in aged care the maintenance of a sense of being at home is related to one's health status and well-being. <i>Theme: Literary Humanities</i> Post-war D. H. Lawrence Drama: "Touch and Go" and Theatrical Anxieties Dr. Juan Tomás Matarranz Araque, <i>European University of Madrid, Madrid, Spain</i> <i>Overview:</i> This paper studies the implications of the late Lawrence's play "Touch and Go," regarding European cultural anxieties. <i>Theme: Literary Humanities</i> An Exploration of the Fictional and Poetic World of Joyce Carol Oates: Uncovering the Unhealed Wounds and Shattered Lives in Contemporary American Society Dr. Daniel Thurber, <i>College of Arts and Sciences, Concordia University, Nebraska, Seward, USA</i> <i>Overview:</i> This paper explores the fragile and vulnerable network of human relationships by the most prolific, living woman American writer. Her novels, poems, and essays chronicle our singular and shared despair. <i>Theme: Literary Humanities</i>
Room 3	Exploring the Global Humanities Transmedia Storytelling: Kabuki in the Digital Age Dr. Yukihide Endo, <i>Takarazuka, Japan</i> <i>Overview:</i> Young kabuki actors have become conscious of their natural tendency to integrate kabuki and one of the latest cultural trends, i.e. "transmedia storytelling" developing in the recent digitally advanced society. <i>Theme: Critical Cultural Studies</i> New Knowledge Making in the Performing Arts: How Dancer/Choreographers Think When They Create Dr. A. W. Brian De Silva, <i>School of Education, RMIT University, Melbourne, Australia</i> <i>Overview:</i> Dancer/choreographers go through a myriad of different processes when they create performance works. This is a short insight to how two choreographers think when they create their dance works. <i>Theme: Critical Cultural Studies</i> Henry Miller's Japan: A Biographical Perspective Dr. Wayne E. Arnold, <i>Department of Foreign Studies, University of Kitakyushu, Fukuoka, Japan</i> <i>Overview:</i> Based on extensive archive research and numerous interviews, I explore the undocumented, expansive literary correspondences and friendships between American author, Henry Miller and several Japanese intellectuals. <i>Theme: Literary Humanities</i>
Room 4	Writing, Reading, and Translating The Translatability or Untranslatability of Heritage Languages in the Nineteenth-century British Novel: The Case of George Eliot's "Daniel Deronda" Dr. Katherine Helen Brundan, <i>Comparative Literature, University of Oregon, Eugene, USA</i> <i>Overview:</i> This paper analyzes translation in George Eliot's novel "Daniel Deronda" with a specific focus on lost heritage languages, connecting the nineteenth-century novel to wider interdisciplinary transnational and translational debates. <i>Theme: Literary Humanities</i> The Theoretical Framework and Strategies of Queer Translation Mateusz W. Krol, <i>Faculty of Philology, University of Silesia, Tychy, Poland</i> <i>Overview:</i> My paper, based on detailed research, discusses the theoretical framework of queer translation. By analyzing translations in Polish, English, and French I introduce the main strategies of queer translation. <i>Theme: Communications and Linguistic Studies</i> Écriture Féminine as a Research Method Matthew Martinez, <i>Department of Psychosocial Studies, Birkbeck, University of London, London, UK</i> <i>Overview:</i> This paper analyses the historical context that led to the origin of écriture féminine and discusses how it has been implemented as a methodology within my doctoral research. <i>Theme: Critical Cultural Studies</i> Capital in J.M. Coetzee's "Diary of a Bad Year": The Poetics of Biopolitics Prof. Fetson, Anderson Kalua, <i>Department of English Studies, University of South Africa, Pretoria, South Africa</i> <i>Overview:</i> This paper explores J.M. Coetzee's use of the idea of biopolitics in his novel "Diary of a Bad Year." <i>Theme: Literary Humanities</i>

THURSDAY, 06 JULY

14:10-15:50	PARALLEL SESSIONS
Room 5	Dynamics of Literary Devices Authorial Confidence and Distress in Wace's "Roman de Rou" Dr. Cristian Bratu, <i>Department of Modern Languages and Cultures, Baylor University, Waco, USA</i> <i>Overview:</i> This paper examines the rhetoric of authorial confidence and distress in Wace's "Roman de Rou." <i>Theme: Literary Humanities</i> "Heart of Darkness" and "The Vortex": A Comparative Analysis of the Jungle Metaphor Marisel Adriana Somale, <i>English Department, Academic Pedagogical Institute for Human Sciences, National University of Villa María, Villa María, Argentina</i> <i>Overview:</i> This paper offers a comparative analysis of the jungle metaphor in "Heart of Darkness" and "The Vortex," two geographically distant, but linguistically linked renowned novels. <i>Theme: Literary Humanities</i> How the Pathetic Fallacy Triumphed Despite Its Name Dr. Paul Munn, <i>Department of English, Saginaw Valley State University, Saginaw, USA</i> <i>Overview:</i> The attribution of human emotion to elements of the natural world, the pathetic fallacy, is a vital resource for contemporary poets, as confirmed by its use in significant contemporary poems. <i>Theme: Literary Humanities</i> Considering Names: Expansion of the Definition of "Reflectable Text" in a Babilonian Talmudic Story Dr. Tzachi Cohen, <i>Department of Jewish Studies, Ono Collage, Quiryat Ono, Israel</i> <i>Overview:</i> In a surreal story a group of Sages uses a divinational-like technique to deduce a persons' lying character, expanding the definition of a "Text" worthy of the Sages' penetrating gaze. <i>Theme: Literary Humanities</i>
Room 6	Social Health, Mental Health, Inter-personal Connections The Impact of Art Making on People Using Regional Disability Services: How Semi-structured Art Workshops Impact Personal, Social, and Community Connectedness Emma Gentle, <i>Centre for Disability Studies, Sydney Medical School, University of Sydney, Sydney, Australia</i> Prof. Patricia O'Brien, <i>Centre for Disability Studies, Sydney Medical School, University of Sydney, Sydney, Australia</i> Prof. Colin Rhodes, <i>Sydney College of the Arts, University of Sydney, Sydney, Australia</i> <i>Overview:</i> People with intellectual disability are often marginalized through structural inequalities that effect social engagement and wellbeing. This research focuses on how art making impacts personal, social, and community connection. <i>Theme: Civic, Political, and Community Studies</i> The Embodiment and Legacy of Violence: How Practice-based Research Generates an Empathic Approach towards Trauma Erin Hope Solomons, <i>University for the Creative Arts, London, UK</i> <i>Overview:</i> My research visually investigates how quantitative evidence of historical trauma can be reinterpreted to bring attention to the important role of interpersonal dysfunctions in mental illness in America. <i>Theme: Special Theme 2017: New Directions of the Humanities in the Knowledge Society</i> Assessing Taiwanese LGBT College Students' Experiences with and Attitudes towards Heterosexual Allies Dr. Ta-Wei Wang, <i>Department of Educational Psychology and Counseling, National Pingtung University, Pingtung City, Taiwan</i> <i>Overview:</i> Based on a survey study of 561 participants in Taiwan, this paper explores LGBT (lesbian, gay, bisexual, and transgender) college students' experiences with and their attitudes towards heterosexual allies. <i>Theme: Civic, Political, and Community Studies</i>
Room 7	Session in Spanish
Room 8	Session in Chinese
Room 9	Critical Studies of Race White Male Privilege in Contemporary Society: A Second Consideration Dr. Richard D. Christy, <i>Department of Sociology, Wilfrid Laurier University, Waterloo, Canada</i> <i>Overview:</i> Public discourse on social inequality assumes that all white males are privileged. Patriarchy, capitalism, and social domination are used as indicators of privilege. Are all whites really equal and privileged? <i>Theme: Civic, Political, and Community Studies</i> Fading Nationality: The Separation between Religion and Race in Malaysia Beng-Huat Lim, <i>Department of Chinese Literature, College of Liberal Arts, National Cheng Kung University, Tainan, Taiwan</i> <i>Overview:</i> This paper discusses the conflict between religion and race based on Etienne Balibar's formation of nationality based on ideology analyzing the national formation of Malaysia. <i>Theme: Civic, Political, and Community Studies</i> The Fierce Urgency of Unity: African Americans and Postmodernity Dr. Deborah Gray White, <i>Department of History, Rutgers University, New Brunswick, USA</i> <i>Overview:</i> I argue that the 1990s found blacks estranged from themselves; that they used the Million Man and Million Woman Marches to reconcile themselves to a new definition of American blackness. <i>Theme: Critical Cultural Studies</i> Race and Animality: The Human/Animal Nexus in the Post-Apartheid National Symbolic Dr. Ruth Lipschitz, <i>Multimedia Department, University of Johannesburg, Johannesburg, South Africa</i> Dr. Benita de Robillard, <i>School of Arts, University of the Witwatersrand, Johannesburg, South Africa</i> <i>Overview:</i> This paper argues for the salience of an investigation into the nexus of race and animality within the South African post-apartheid setting. <i>Theme: Civic, Political, and Community Studies</i>
15:50-16:00	TRANSITION BREAK



THURSDAY, 06 JULY

16:00-17:40	PARALLEL SESSIONS
Room 1	Educational Approaches and Strategies in a Knowledge Society A Revision of Oral Skill Teaching: A Case Study Conchi Hernandez-Guerra, <i>Department of Languages, University of Las Palmas de Gran Canaria, Las Palmas, Spain</i> <i>Overview:</i> New technologies and the teaching process is an issue not to be taken for granted. This paper proposes an approach to the integration of both in teaching oral skills. <i>Theme: Humanities Education</i> Is Inquiry-based Learning the New Direction in the Humanities in Our Knowledge Society? A Case Study of an Inquiry-based University Level Creative Writing Course Loo Huang Kim-Chua, <i>College of Arts and Sciences, Embry-Riddle Aeronautical University, Singapore, Singapore</i> <i>Overview:</i> This paper explores the potentialities of inquiry-based learning in the humanities. It investigates the strategies employed, outcomes achieved, and challenges of embedding inquiry-based learning in a risk-adverse Asian learning culture. <i>Theme: Humanities Education</i> Visibility of Research in Zimbabwe's Institutions of Higher Learning: Institutional Repositories in Public Universities Dr. Mass M. Tapfuma, <i>Information Studies, University of KwaZulu-Natal, Pietermaritzburg, South Africa</i> Prof. Ruth Geraldine Hoskins, <i>Faculty of Humanities, School of Social Sciences, University of KwaZulu-Natal, Pietermaritzburg, South Africa</i> <i>Overview:</i> This study establishes the status of institutional repositories in Zimbabwe's public universities and explores the challenges faced by the institutions in terms of acceptance and use of the IRs. <i>Theme: Civic, Political, and Community Studies</i>
Room 2	Writing the Nation Nation, Narration, and Personal Identity in Kazuo Ishiguro's Novels Yuen Kit Chan, <i>Division of English, Chinese University of Hong Kong, Hong Kong, Hong Kong</i> <i>Overview:</i> This paper explores the intersection of nationhood, narration, and personal identity as a new direction in the humanities for our age by reading Kazuo Ishiguro's major novels. <i>Theme: Literary Humanities</i> Imagined Terrain: Negotiating the Paradigms of Science, Nation, and the Self in Nineteenth-century Bengali Science Fiction Prof. Atanu Bhattacharya, <i>Centre for English Studies, Central University of Gujarat, Gandhinagar, India</i> <i>Overview:</i> This paper traces the emergence of science fiction in nineteenth-century Bengal sited at the conjuncture of colonial science, indigenous commerce, and narrative forms through the writings of two authors. <i>Theme: Literary Humanities</i> Local Narratives and the Idea of the Nation: Manipuri Poetry and Calendar Art Images of Mahatma Gandhi and Bhagat Singh in India Bhargabi Das, <i>School of Economics, University of Delhi, New Delhi, India</i> <i>Overview:</i> This paper argues how local narratives redefine and reimagine the idea of a nation. They perceive the nation from their own socio-cultural context. <i>Theme: Critical Cultural Studies</i> Proletarian Fairy Tales in Bourgeois Metropolitan Shanghai: Chinese Revolutionary Children's Literature in the 1930s Dr. Lijun Bi, <i>School of Languages, Literatures, Cultures, and Linguistics, Monash University, Melbourne, Australia</i> Dr. Xiangshu Fang, <i>School of Humanities and Social Sciences, Deakin University, Melbourne, Australia</i> <i>Overview:</i> This paper critiques the genre of fairy tales in Chinese revolutionary children's literature, which emerged after the establishment of the Chinese Communist Party in 1921 and flourished in the 1930s. <i>Theme: Literary Humanities</i>
Room 3	Global Studies Recent Changes in South American Political Leadership: The Role of Nonprofit and Nongovernmental Organizations in the Cases of Argentina, Brazil, and Venezuela Dr. Stephen John Beaumont, <i>Centro de Tecnología para el Desarrollo, Buenos Aires, Argentina</i> <i>Overview:</i> Recent government shifts in South American countries are profoundly affecting the religious, nonprofit, and nongovernmental organizations, which have had a relevant role, particularly in Argentina, Brazil, and Venezuela. <i>Theme: Civic, Political, and Community Studies</i>
Room 4	Critical Theory in the Humanities Getting Comfortable: Comfort as a Marker of Late Capitalist Lifestyle Dr. Andrew Hickey, <i>School of Arts and Communication, University of Southern Queensland, Toowoomba, Australia</i> <i>Overview:</i> This paper charts comfort as a marker of lifestyle in late capitalist society. In particular, it charts the affect, corporeality, and material cultures of comfort. <i>Theme: Critical Cultural Studies</i> The Cognitive Shift: Ecological Figurations of the Human in Art and Design Desiree Foerster, <i>Institute for Arts and Media, University of Potsdam, Potsdam, Germany</i> <i>Overview:</i> I show how technologies connect cognitive and affective impacts and how these connections lead to a changed pre-subjective sensation. This might enable a sensibility for relations between humans and environment. <i>Theme: Critical Cultural Studies</i> Capitalist Poetry: The End of Literary Poetry Rich Murphy, <i>Liberal Arts, Massachusetts College of Art and Design, Marblehead, USA</i> <i>Overview:</i> Poets are caught between a rock and a hard place, between "friends" in the humanities and appropriators in marketing. But mute poet/person abdicates in that silence, leaving statements to capitalists. <i>Theme: Critical Cultural Studies</i> Transcending Otherness: The Role of the Humanities in a Globalizing World Asst. Prof. Lyudmila Atanasova, <i>Department of Greek and Bulgarian Studies, Hankuk University of Foreign Studies, Seoul, South Korea</i> <i>Overview:</i> Issues associated with Otherness impede the process of globalization and are used by certain governments to advance aggressive foreign policies. The humanities possess the tools to alleviate the problem. <i>Theme: Critical Cultural Studies</i>



THURSDAY, 06 JULY

16:00-17:40	PARALLEL SESSIONS
Room 5	Linguistic and Language Studies Refusal Expressions in Asian Languages: A Comparison of Semantic Formulas Occurrence Candy, <i>Graduate School of Culture and Information Science, Doshisha University, Kyotanabe, Japan</i> <i>Overview:</i> I compared six Asian languages' (Japanese, Indonesian, Korean, Vietnamese, Filipino, and Chinese) refusal expressions to study whether there is any relation between the semantic formulas occurrence and the language structure. <i>Theme: Communications and Linguistic Studies</i> Phonological Processes in Ikwere Dr. Roseline Ihuoma C. Alerechi, <i>Department of Linguistics and Communication Studies, Faculty of Humanities, University of Port Harcourt, Port Harcourt, Nigeria</i> <i>Overview:</i> This paper analyzes the phonological processes in Ikwere, an Igbo language, spoken in Rivers State, Nigeria, highlighting the various ways phonemes are represented with certain allophones. <i>Theme: Communications and Linguistic Studies</i>
Room 6	Influence of Learner Characteristics on the Educational Process University Siblings' Empirical Study: Are They a Source of Knowledge for Foreign Language Bachelor's Degrees? Elaine Hewitt, <i>Department of English, Faculty of Philosophy and Letters, University of Granada, Granada, Spain</i> <i>Overview:</i> This original, empirical study reflects on the influence of siblings at the university, learning English as a foreign language (EFL). <i>Theme: Humanities Education</i> Being a Ngäbere Student at the Universidad Nacional Campus Coto: An Ethnographic Study Federico Soto Peralta, <i>English Department, National University of Costa Rica, Palmar Norte, Costa Rica</i> Karla Fonseca Sánchez, <i>English Department, National University of Costa Rica, Pérez Zeledón, Costa Rica</i> <i>Overview:</i> This study describes the experience that Ngäbere students go through when learning English at the Universidad Nacional, Campus Coto, Costa Rica. <i>Theme: Civic, Political, and Community Studies</i> Challenges and Countermeasures for Chinese Cultural Communication at the Confucius Institute of Africa Hongxiu Li, <i>Broadcasting and Television Department, Chongqing Jiaotong University, Nan'an, China</i> <i>Overview:</i> Chinese cultural communication in Africa is quickly developed under the framework of the Confucius Institute. The Confucius Institute of Africa provides multilevel Chinese classes and rich and colorful cultural activities. <i>Theme: Humanities Education</i> An Ethnographic Case Study of Saudi Women Studying in an Intensive English Immersion Program in the Southern United States Brandy Hudson, <i>Tennessee Intensive English Program, University of Tennessee at Martin, Jackson, USA</i> <i>Overview:</i> This research explores the social networks, education, experiences, ideas, and reflections of five Saudi Arabian women studying in an intensive English immersion program. <i>Theme: Civic, Political, and Community Studies</i>
Room 7	Session in Spanish
Room 8	Session in Spanish
Room 9	Subjectivity, Identity, Difference Against the Trumpets of Otherness: Representative Humanism in Contemporary Authors Ngugi wa Thiongo of Kenya, Yasmina Khadra of Algeria, and Viet Thanh Nguyen of Vietnam Prof. Roger Marheine, <i>English Division, Pasadena City College, Arcadia, USA</i> <i>Overview:</i> Contemporary authors Ngugi, Khadra, and Nguyen challenge the dehumanizing rhetoric of the recent United States presidential election. <i>Theme: Literary Humanities</i> Anglo-Indian Identity and the Desire to "Go Away": A Study of Three Indian Films Anitha Iris, <i>Department of Humanities and Social Sciences, Indian Institute of Technology Madras, Chennai, India</i> <i>Overview:</i> This paper examines the Anglo-Indian desire to "go home to England" and the politics behind this discourse. <i>Theme: Literary Humanities</i> Prison and/or Playground: Negotiating the Spatial Dynamics of Rawi Hage's Beirut Dr. Daisy Waked Azar, <i>English Department, Holy Spirit University of Kaslik, Kaslik, Lebanon</i> <i>Overview:</i> This paper offers a discursive reading of the war-torn urban space and the individual's conception and interpretation of it in Lebanese Canadian Rawi Hage's novel "DeNiro's Game." <i>Theme: Literary Humanities</i> Identity and Difference in Contemporary South Asian Literature: Offering a Planetary Perspective on Nationhood Dr. Rehnuma Sazzad, <i>Centre for Literary, Cultural, and Postcolonial Studies, School of Oriental and African Studies, University of London, London, UK</i> <i>Overview:</i> I revive a historical period (1947-1971) in South Asia to draw upon its contemporary significance through analyzing the role of Bengali creative productions in envisioning a cultural nationhood for Bangladesh. <i>Theme: Literary Humanities</i>

FRIDAY, 07 JULY

FRIDAY, 07 JULY	
8:30-9:00	REGISTRATION DESK OPEN
9:00-9:20	DAILY UPDATE
9:20-9:55	PLENARY SESSION (ENGLISH) - ANGUS PHILLIPS, DIRECTOR, OXFORD INTERNATIONAL CENTRE FOR PUBLISHING STUDIES, OXFORD, UK
	"Publishing: Trends and Transformations"
9:55-10:25	GARDEN CONVERSATION & COFFEE BREAK
10:25-12:05	PARALLEL SESSIONS
Room 1	Teaching and Learning: Critical Thinking and Interdisciplinarity Teaching “the Other” in the College Classroom: Gay Ricans and Cross-dressing Hong Kongers Assoc. Prof. Arlene Caney, <i>Music Department, Humanities Department, Liberal Studies Division, Community College of Philadelphia, Philadelphia, USA</i> Assoc. Prof. Linda Fellag, <i>English Department, Liberal Studies Division, Community College of Philadelphia, Philadelphia, USA</i> <i>Overview:</i> To counter Trump-like societal forces that stigmatize “the other,” the authors guide students to broaden their perspectives through analyses of societal views of homosexual Puerto Ricans and Hong Kongers. <i>Theme: Humanities Education</i> An Interdisciplinary Study of Erosion Dr. Janna Levin, <i>Division of Liberal Arts, University of North Carolina School of the Arts, Winston-Salem, USA</i> <i>Overview:</i> This paper discusses a course designed to teach young performing artists how the concept of erosion resonates on a scientific, artistic, rhetorical, and cultural level. <i>Theme: Humanities Education</i> The Newton Trust/British Academy Impact Project "Gender and Education in Rural Brazil" Prof. Else R. P. Vieira, <i>Department of Iberian and Latin American Studies, Queen Mary University of London, London, UK</i> <i>Overview:</i> A focus on gender diversity underlies this analysis of the impact of knowledge transfer from Queen Mary University of London to schools in Brazil's Agrarian Reform Settlements (São Paulo, Paraná). <i>Theme: Humanities Education</i> The Role of Humanities in Premedical Education: How Narrative Medicine Helps Prof. Gregory Pence, <i>Department of Philosophy, Early Medical School Acceptance Program, University of Alabama at Birmingham, Birmingham, USA</i> <i>Overview:</i> Medical schools increasingly seek well-rounded physicians. Reading memories and actively writing about medical experiences help young physicians better prepare for their arduous careers. <i>Theme: Humanities Education</i>
Room 2	Addressing the Human Condition: Freedom, Escape, and Agency Going off the Grid and Falling into Fantasy: Twenty-first Century Escape Literature Dr. Lori Newcomb, <i>Department of Language and Literature, Wayne State College, Wayne, USA</i> <i>Overview:</i> This paper explores catalysts that prompt readers to seek escape into fantasy literature. By displacing real human vice into invented worlds, readers can contain the reach of the human condition. <i>Theme: Literary Humanities</i> Meta Allegory as Commentary on the Human Condition in Yann Martel's "Life of Pi" Dr. Fred Mensch, <i>JR Shaw School of Business, Northern Alberta Institute of Technology, Edmonton, Canada</i> <i>Overview:</i> This paper evaluates Yann Martel's "Life of Pi" through the lens of Raymond Tallis's "Aping Mankind: Neuromania, Darwinitis and the Misrepresentation of Humanity." <i>Theme: Literary Humanities</i> Why Do We Cage Our Fellow Humans? Dr. Janet Crosier, <i>Springfield Technical Community College, Springfield, USA</i> <i>Overview:</i> The story “Caged” is a parable about man’s treatment of one another. It offers insight into the human spirit and the power to survival. <i>Theme: Literary Humanities</i> Who Is Free in Terry Eagleton’s "Saints and Scholars"? Dr. Seda Arıkan, <i>Department of English Language and Literature, Faculty of Humanities, Firat University, Elazığ, Turkey</i> <i>Overview:</i> This study examines the notion of freedom, both on the private and public level within religious, political, and ethical parameters, in Terry Eagleton's postmodern novel "Saints and Scholars" (1987). <i>Theme: Literary Humanities</i>
Room 3	Representations of the Other Mapping a Heterotopia: Harold Acton’s Travel Writing of Modern China Kun Xi, <i>School of Critical Studies, University of Glasgow, Glasgow, UK</i> <i>Overview:</i> My research utilizes Michel Foucault’s concept of heterotopia to examine how early-twentieth-century China was depicted by British traveler Harold Acton as a Foucauldian “space of otherness.” <i>Theme: Literary Humanities</i> Ideational Representation of Women in the Diasporic Novels of Chimamanda Ngozi Adichie and Chika Unigwe Dr. Ikenna Kamalu, <i>Department of English Studies, University of Port Harcourt, Port Harcourt, Nigeria</i> <i>Overview:</i> This paper examines the discursive representation of women in the diasporic novels of Adichie and Unigwe and the frame from which their selfhood and victimhood is constructed. <i>Theme: Literary Humanities</i> A Postcolonial Ecocritical Approach to "A Small Place" by Jamaica Kincaid Yesim Ipekci, <i>English Language and Literature Department, Firat University, Elazığ, Turkey</i> <i>Overview:</i> In this study, "A Small Place" is analyzed with a postcolonial ecocritical approach, highlighting the otherized races and the non-human beings. <i>Theme: Literary Humanities</i>



FRIDAY, 07 JULY

10:25-12:05	PARALLEL SESSIONS
Room 4	Gender and Women's Studies Gender Discrimination: An Insight into Violence against Women in India Meghna Dutta, <i>Department of Social Work, Amity University, Delhi, India</i> <i>Overview:</i> Sexual harassment and trafficking of women are rampant in India, amounting to women's human rights violations. Through a few case-studies this paper exposes such violation. <i>Theme: Civic, Political, and Community Studies</i> A Social and Psychological Influence of Sexual Harassment on Female Students in Colleges: A Qualitative Insight from Lahore, Pakistan Sonia Omer, <i>Department of Social Work, Faculty of Behavioral and Social Sciences, University of the Punjab, Lahore, Pakistan</i> <i>Overview:</i> This study discusses Eve teasing which is a sensitive social problem faced by young girls and is a major hindrance towards women's empowerment and growth in Pakistan. <i>Theme: Civic, Political, and Community Studies</i> Intersexuality: Assessing Competence among Chinese Frontline Professionals Dr. Elaine YL Tsui, <i>Psychology Unit, Faculty of Social Sciences, Hong Kong Baptist University, Hong Kong, Hong Kong</i> <i>Overview:</i> This study is the first background research on examining the current practice and attitudes towards intersexuality among Chinese front-line professionals. Results will contribute to the development of competence training programs. <i>Theme: Civic, Political, and Community Studies</i> Interrogating the Domestic Gendered Space Prof. Suhrita Saha, <i>Department of Sociology, Presidency University, Kolkata, India</i> <i>Overview:</i> Based on primary data, previous works, and theoretical models, this paper interrogates the domestic space and time and the gender implications of the same in contemporary post-globalized Kolkata. <i>Theme: Civic, Political, and Community Studies</i>
Room 5	Governance and Social Breakdown Homo Dolorosus: Politics of Enjoyment, Politics of Drive Dr. Charles Wells, <i>Social and Environmental Justice, Wilfrid Laurier University, Brantford Campus, Brantford, Canada</i> <i>Overview:</i> Lacanian theory helps illuminate contemporary spaces of torture and detention, which produce a figure like Agamben's homo sacer, but one that cannot be killed: homo dolorosus, the man of suffering. <i>Theme: Civic, Political, and Community Studies</i> Social Deviance in an Age of Fragmentation Prof. Devereaux Kennedy, <i>Department of Sociology, Grand Valley State University, Grand Rapids, USA</i> <i>Overview:</i> In many Western countries there is no consensus as to values and norms. This paper examines how deviance might be studied during a period of fragmentation. <i>Theme: Civic, Political, and Community Studies</i> Ignoble Spaces of Terror: Studies on the Meaning of Urban Places Dr. Jane Victal, <i>Pontifical Catholic University of Campinas, Campinas, Brazil</i> <i>Overview:</i> This paper discusses urban culture and meanings arising from tragic episodes, nefarious sense of place from mistreatment, and the results of urban projects devoted to invalidate this character of content. <i>Theme: Civic, Political, and Community Studies</i>
Room 6	Books, Publishing, & Libraries Session
Room 7	Session in Spanish
Room 8	Session in Chinese
Room 9	Books, Publishing, & Libraries Session
Room 10	Late Additions
12:05-12:55	LUNCH
12:55-13:40	PARALLEL SESSIONS
Room 1	Posters The Emergence of Karmic Concepts and the Theory of Karma in Mulk Raj Anand's "Untouchable" Khushbu Soni, <i>Humanities Department, Grow More Faculty of Engineering, Modasa, India</i> <i>Overview:</i> This study discusses the role of karmic concepts in the behavior of the main character in Mulk Raj Anand's novel "Untouchable." <i>Theme: Literary Humanities</i> Towards a Digitized Critical Edition of Ancient Greek Texts: Ecdotal Methods and Digital Techniques Eleonora Colangelo, <i>Department of Geography, History, Economy, and Society, Centre AnHIMA, Department of Philology, Literature, and Linguistic, University of Paris Diderot, University of Pisa, Paris, France</i> Dr. Andrea Callia D'Iddio, <i>Department of Computing, Imperial College, London, UK</i> <i>Overview:</i> This poster introduces new effective publishing methods and rendering technologies from computational linguistic for a non-typographical critical edition of a specific specimen of ancient Greek text, the pseudo-Homeric corpus hymnicum. <i>Theme: Literary Humanities</i> Open Badges in a Business Communication Course Dr. Mark Mabrito, <i>English Department, Purdue University Northwest, Hammond, USA</i> Tiffany Saunders, <i>English Department, Purdue University Northwest, Hammond, USA</i> Patricia Newenhouse, <i>English Department, Purdue University Northwest, Hammond, USA</i> <i>Overview:</i> A digital badge program was introduced into four sections of an undergraduate business communication course. Badges were used as a way of helping students use classroom achievements to professionally brand themselves. <i>Theme: Humanities Education</i> The Psychopathology of Juan Ramón Jiménez Javier García, <i>Psychology, Centro Universitario Villanueva, Segovia, Spain</i> <i>Overview:</i> We present a psychopathological analysis of the Spanish poet Juan Ramón Jiménez, realized from the general framework of the genius-madness relationship. <i>Theme: Literary Humanities</i>



FRIDAY, 07 JULY

12:55-13:40	PARALLEL SESSIONS
Room 2	Focused Discussions in English & Spanish Research Ethics and Challenges in Social and Behavioral Studies in an International Setting Dr. Xiwu Feng, <i>Education and Language Acquisition, LaGuardia College of the City University of New York, Long Island City, USA</i> <i>Overview:</i> This focused discussion shares experiences and strategies in conducting human subjects research in China while revealing the reality of the current practices in social and behavioral research there. <i>Theme: Special Theme 2017: New Directions of the Humanities in the Knowledge Society</i> Anchored Learning in Interdisciplinary Elementary Education: Fusing Humanities Content with Technological Inquiry Dr. Michael Cena, <i>Department of Teacher Education, Department of Bachelor of Integrated Studies, Weber State University, Ogden, USA</i> Johnny Allred, <i>The Graduate School of Education and International Studies, The University of Arkansas, Fayetteville, USA</i> <i>Overview:</i> Interdisciplinary elementary education humanities study begins by building students' knowledge through rich study of art, music, or dance. Inquiry and technology guide student learning and sharing of new knowledge. <i>Theme: Special Theme 2017: New Directions of the Humanities in the Knowledge Society</i> What Influences the Professional Choices of Kazakhstani High School Students? Prof. Gainiya Tazhina, <i>Department of Social Economic Sciences, University of International Business, Almaty, Kazakhstan</i> Larissa Gorbunova, <i>Educational Center Bilim Central Asia, Almaty, Kazakhstan</i> Leila Yedygenova, <i>Educational Center Bilim Central Asia, Almaty, Kazakhstan</i> <i>Overview:</i> High school students face difficulties in choosing a profession. The implementation of vocational guidance curriculum in Kazakhstani high schools should be mandatory or elective, in the classroom/online/blended. <i>Theme: Civic, Political, and Community Studies</i> Teaching English to Blind Students in a Flipped Classroom Environment Dr. Suksan Suppasetseree, <i>School of Foreign Languages, Suranaree University of Technology, Nakhon Ratchasima, Thailand</i> <i>Overview:</i> This study introduces a new way to teach English to blind students in Thailand, discussing how to improve English skills and their attitudes toward learning in a flipped classroom environment. <i>Theme: Literary Humanities</i> Exploring Muslim Women's Consciousness Prof. Samina Najeeb, <i>Department of English, Riphah International University, Islamabad, Pakistan</i> <i>Overview:</i> This research studies the challenges that contemporary Muslim women face amidst multiple academic opportunities and the direction Muslim women are taking. <i>Theme: Civic, Political, and Community Studies</i>
Room 3	Workshop Designing Better Humanists: The Importance of Science, Technology, Engineering, and Math Fields in Humanities Education Dr. Sarah Jayne Hitt, <i>McBride Honors Program, Liberal Arts and International Studies, Colorado School of Mines, Golden, USA</i> Toni Lefton, <i>McBride Honors Program, Liberal Arts and International Studies, Colorado School of Mines, Golden, USA</i> <i>Overview:</i> A hands-on design and prototyping activity that demonstrates how the re-entanglement of STEM and Humanities disciplines not only makes for better engineers, it also makes for better humanists. <i>Theme: Critical Cultural Studies</i>
Room 4	Workshop Next Steps: Practical Advice for Implementing and Sustaining Student-centered Diversity Programming Nadine Hall, <i>Office of Diversity, Greenhills School, Ann Arbor, USA</i> <i>Overview:</i> In this workshop participants will work together to develop a student-centered approach for empowering students of color and white allies. Participants will leave with resources. <i>Theme: Humanities Education</i>
Room 5	Books, Publishing, & Libraries Innovation Showcase
Room 6	Books, Publishing, & Libraries Focused Discussions in English & Spanish
Room 7	Workshop in Spanish
13:40-13:55	COFFEE AND TRANSITION BREAK
13:55-15:10	PARALLEL SESSIONS
Room 1	Teaching with the Literary Humanities Exploring Parent-Child Relations in a General Education Literature Course Prof. Kathleen A. Kelly, <i>Arts and Humanities Division, Babson College, Babson Park, USA</i> <i>Overview:</i> This paper describes an introductory literature course that uses attachment and gender formation theories to explore the representation of parent-child relations in works from a variety of periods and genres. <i>Theme: Literary Humanities</i> A New Look at Myth, Gender, and Culture in the International Classroom Dr. Ned Williams, <i>Department of English, Brigham Young University--Hawaii, Laie, USA</i> Dr. Scott Hyde, <i>Brigham Young University--Hawaii, Laie, USA</i> <i>Overview:</i> This paper introduces a statistical analysis of patterns of myths created by five hundred international students from the South Pacific, Asia, and the United States Mainland. <i>Theme: Critical Cultural Studies</i> Immersive Teaching and Student Achievement: The Case of Rugby, Tennessee Dr. Josephine McQuail, <i>Department of English, Tennessee Technological University, Cookeville, USA</i> <i>Overview:</i> An immersive learning experience in the small town of Rugby, Tennessee, founded by Thomas Hughes, M.P., introduces students to notions of Victorian death and dying and inspires original research. <i>Theme: Literary Humanities</i>



FRIDAY, 07 JULY

13:55-15:10	PARALLEL SESSIONS
Room 2	Psychoanalytical Criticism and Literature The Phantom in Literary Narrative: A Psychoanalytic Interpretation of Silent Presences for Three Narrators (Holden, Theresa, and Jean Louise aka Scout) in Contemporary American Fiction Dr. Gail Shanley Corso, <i>Division of Arts and Sciences, Neumann University, Aston, USA</i> <i>Overview:</i> Through cryptonymy, the phantom, as explained by Esther Raskin's theory for psychoanalytic analysis, is revealed. Symbols and silences for three first-person narrators in three contemporary American novels are analyzed. <i>Theme: Literary Humanities</i> "I Am Not at All Happy as I Am": A Psychoanalytic Reading of Narcissistic Love in Dickens' "Great Expectations" and Turgenev's "First Love" Jane Schmidt, <i>Comparative Literature, City University of New York, New York, USA</i> <i>Overview:</i> This paper explores the lover's pathological pursuit of an unattainable, cruel object in Dickens' "Great Expectations" and Turgenev's "First Love," applying the psychoanalytic theory of narcissistic desire. <i>Theme: Literary Humanities</i>
Room 3	Language Learning and Global Education The Importance of Promoting Human Values in Language Teaching Prof. Nuria Villalobos Ulate, <i>School of Literature and Language Sciences, National University of Costa Rica, Heredia, Costa Rica</i> <i>Overview:</i> Language teachers should promote human values such as equality, tolerance, love, and solidarity, so they can educate global citizens willing to make of the world a better place to live. <i>Theme: Literary Humanities</i> Language Teacher Education for the iGeneration: Post-truth Pedagogy Dr. Sandra Kouritzin, <i>Department of Curriculum, Teaching, and Learning, Faculty of Education, University of Manitoba, Winnipeg, Canada</i> Dr. Orest Cap, <i>Department of Curriculum, Teaching, and Learning, Faculty of Education, Centre for Ukrainian Studies, Winnipeg, Canada</i> <i>Overview:</i> Constantly plugged into social media and technologies, iGeneration youth are constantly exposed to post-truth posturing and post-truth politics. How and what should language teachers teach to prepare them? <i>Theme: Humanities Education</i> Evaluating the Implementation of English Language Teaching Curriculum Dr. Djuwairiah Ahmad, <i>Tarbiyah and Teaching Science Faculty, Alauddin State Islamic University of Makassar, Makassar, Indonesia</i> Dr. Hj. Mardiana, <i>Tarbiyah and Teaching Science Faculty, Institut Agama Islam Negeri Palopo, Makassar, Indonesia</i> Sukirman, <i>Tarbiyah and Teaching Sciences Faculty, Institut Agama Islam Negeri Palopo, Palopo, Indonesia</i> <i>Overview:</i> This study evaluates the implementation of the 2010 Curriculum (K-10) of the English Education Department at Alauddin State Islamic University of Makassar. The research design adapted Stake's Countenance Model. <i>Theme: Humanities Education</i>
Room 4	Session in Spanish
Room 5	Books, Publishing, & Libraries Session "Feminist Connections in Press: Publishing Activism"
Room 6	Books, Publishing, & Libraries Session "Collections and Acquisitions"
Room 7	Books, Publishing, & Libraries Session "Publishing and Book History"
Room 8	Books, Publishing, & Libraries Session "New Dynamics in the Digital Age"
Room 9	Books, Publishing, & Libraries Session "Literacy, e-Learning, and e-Reading"
Room 10	Civic, Political, and Community Studies Exploration of Italian Transnational Migrant Communities in the North-west of the United Kingdom: Free Movement of Persons Dr. Nunzia Di Cristo Bertali, <i>Business School, Liverpool John Moores University, Liverpool, UK</i> <i>Overview:</i> This study investigates transnationalism in Europe by analyzing aspects related to the life of people naturalized by residence in Italy who are currently living in the North of England. <i>Theme: Civic, Political, and Community Studies</i> The Culture of Location of the "Global": Interrogating a Discourse of "Localism" in the Tribes of North East India Dr. Namrata Pathak, <i>Department of English, North-Eastern Hill University, Tura, India</i> <i>Overview:</i> This paper analyses how the tribal cultures in North East India are marked by a drive to document, preserve, and re-align the effects of globalization. <i>Theme: Civic, Political, and Community Studies</i> Protecting the City from Radical Ideologies and Activities Dr. Abdul Pirol, <i>Institut Agama Islam Negeri Palopo, Indonesia, Palopo, Indonesia</i> Sukirman, <i>Tarbiyah and Teaching Sciences Faculty, Institut Agama Islam Negeri Palopo, Palopo, Indonesia</i> <i>Overview:</i> This study identifies the strategies and challenges faced in protecting Palopo from radical ideologies and acts. <i>Theme: Civic, Political, and Community Studies</i>
15:10-15:20	TRANSITIONAL BREAK

FRIDAY, 07 JULY

15:20-17:00	PARALLEL SESSIONS
Room 1	Education Reform and Knowledge Production Accountability, Standardized Testing, and the Perspectives of Immigrant and Minority Students in Canada and Australia Prof Goli Rezai-Rashti, <i>University of Western Ontario, London, Canada</i> <i>Overview:</i> This paper is part of a larger research project funded by the government of Canada. This paper investigates the impact of new forms of accountability and testing on minority/immigrant students. <i>Theme: Civic, Political, and Community Studies</i> Human Rights Education and Digital Technologies in Teacher Education Dr. Orest Cap, <i>Department of Curriculum, Teaching and Learning, Faculty of Education, University of Manitoba, Winnipeg, Canada</i> Dr. Joanna Black, <i>Department of Curriculum, Teaching, and Learning, Faculty of Education, University of Manitoba, Winnipeg, Canada</i> Dr. Sandra Kouritzin, <i>Department of Curriculum, Teaching, and Learning, Faculty of Education, University of Manitoba, Winnipeg, Canada</i> <i>Overview:</i> This paper explores the meaning of human rights education within the context of four Canadian cases: internment of Ukrainian Canadians during WWI, Japanese Canadians WWII, Quebecois, and Chinese. <i>Theme: Civic, Political, and Community Studies</i> Community Cinemas and Film Education Dr. Carlota Larrea, <i>School of Culture and Communications, University of Bedfordshire, Luton, UK</i> <i>Overview:</i> This paper introduces a survey-based research project about perceptions of what film education means to the volunteers who run community cinemas in the UK. <i>Theme: Civic, Political, and Community Studies</i>
Room 2	Communication Studies A Multilingual Advantage in Working Memory Prof. Kate Cockcroft, <i>Department of Psychology, University of the Witwatersrand, Johannesburg, South Africa</i> <i>Overview:</i> This paper introduces an investigation into the phenomenon of the bilingual advantage with multilingual young adults on four components of working memory (verbal and visuospatial storage, verbal and visuospatial processing). <i>Theme: Communications and Linguistic Studies</i> Specifics of Medical Discourse (on the Material of British Medical Journals) Prof. Elena Sergeevna Stepanova, <i>Department of Foreign and Latin Languages, Samara State Medical University, Samara, Russian Federation</i> <i>Overview:</i> Our work is focused on the specifics of written medical discourse. This perspective analyzes the peculiarities of written scientific medical discourse and scientific popular medical discourse. <i>Theme: Communications and Linguistic Studies</i>
Room 3	Politics, Technology, Globalization The Banality of Evil in the Digital Age: Re-conceptualizing Arendt's Thesis in the Context of Populist Politics Urszula Rutkowska, <i>Department of English, Brown University, Providence, USA</i> <i>Overview:</i> This paper explores how technology has altered how evil is practiced, while simultaneously indicting much of contemporary political discourse for being complicit in the formation of potentially evil ideology. <i>Theme: Civic, Political, and Community Studies</i> Habermas's Public Sphere versus Trump's Twittersphere: Citizenship in a World of Social Media Dr. Michael Hofmann, <i>School of Communication and Multimedia Studies, Florida Atlantic University, Boca Raton, USA</i> <i>Overview:</i> Competing with social media for digital revenue, legacy media switch from public discourse for citizens to market-driven consumer interactions, which privilege trending celebrity politicians and further hollow out democratic governance. <i>Theme: Civic, Political, and Community Studies</i>
Room 4	Philosophy and the Humanities Arrogance, Self-respect, and Power Dr. Robin S. Dillon, <i>Philosophy Department, Lehigh University, Bethlehem, USA</i> <i>Overview:</i> A Kantian feminist analysis that argues both that arrogance standardly involves failure to respect oneself but also that under oppression, arrogance of subordinated people can be self-respecting resistance to domination. <i>Theme: Critical Cultural Studies</i> Rousseau's Moral and Legal Legacy: Establishing the Modern Tenets of Hospitality Dr. Barbara Lise Abrams, <i>Department of World Languages and Cultural Studies, Suffolk University, Boston, USA</i> <i>Overview:</i> Rousseau incorporates the metatext of hospitality into his oeuvre, utilizing the social and textual themes of misguided and absent hospitality. Rousseau's critique of hospitality is linked to moral freedom. <i>Theme: Literary Humanities</i> Hegel and Nietzsche in the Ruins of Anatolia: Examining Assumptions in the Connection between Violence and Neolithization Dr. Astrid Vicas, <i>Department of Philosophy, Theology, and Religious Studies, Saint Leo University, Saint Leo, USA</i> <i>Overview:</i> This paper provides a philosophical examination of the relation between violence and the process of Neolithization suggested by contemporary archaeologists. Its purpose is to discuss some of their assumptions. <i>Theme: Critical Cultural Studies</i>
Room 5	Books, Publishing, & Libraries Session "Feminist Connections in Press: Authors, Readers, and Reviewers"
Room 6	Books, Publishing, & Libraries Session "Future Directions of Libraries"
Room 7	Books, Publishing, & Libraries Session "Literary Critiques and Analysis"
Room 8	Books, Publishing, & Libraries Session "Book Publishing Industry"
Room 9	Books, Publishing, & Libraries Session "Dynamics of Reading, Writing, Literacy, and Learning"



FRIDAY, 07 JULY

15:20-17:00	PARALLEL SESSIONS
Room 10	Feminist Approaches The Interplay between Imagination and Misunderstanding in Jane Austen's "Emma" Hui Yun Tseng, <i>English Department, National Chengchi University, Taipei, Taiwan</i> <i>Overview:</i> By examining how imagination and misunderstanding interplay in Jane Austen's "Emma," imagination proves not merely a source of reverie but a dynamic force that enables personal introspection and societal becoming. <i>Theme: Literary Humanities</i> Doctoring Medical Rhetoric: Re-locating the Human Center in Women's Health Asst. Prof. Christy Zink, <i>University Writing Program, George Washington University, Washington, USA</i> <i>Overview:</i> Through medical archives, novels, and health legislation, this paper interrogates doctor/patient conversations on pregnancy and problematic birth. It argues for re-centering research on women as authority in body and conscience. <i>Theme: Civic, Political, and Community Studies</i> Alterity and Tristan as Secular Saint Dr. Claudia Marie Kovach, <i>Division of Arts and Sciences, Neumann University, Aston, USA</i> <i>Overview:</i> Otherness in the legend of Tristan and Iseult develops a mythological language but also calls attention to language itself. A persistent Christianized/Druidic past appears within a Celtic feminine gaze. <i>Theme: Literary Humanities</i>
17:00-18:00	CLOSING RECEPTION & AWARDS CEREMONY



XV Congreso Internacional sobre Nuevas Tendencias en Humanidades

*Nuevas tendencias de las humanidades en la sociedad
del conocimiento*

5-7 DE JULIO DE 2017 | IMPERIAL COLLEGE LONDON | LONDRES, REINO UNIDO
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Estimados participantes del Congreso sobre Nuevas Tendencias en Humanidades:

Bienvenidos a Londres y al XV Congreso Internacional sobre Nuevas Tendencias en Humanidades. Creamos la Red de Investigación de Nuevas Tendencias en Humanidades, el congreso y la colección de revistas con la finalidad de explorar las tradiciones establecidas en humanidades, así como prácticas innovadoras que formulen un quehacer renovado de la disciplina en el futuro.

Desde su primera emisión en la Universidad del Egeo, en la isla de Rodas, Grecia, en 2003, el Congreso Internacional sobre Nuevas Tendencias en Humanidades se ha realizado año con año en diferentes países y continentes, cada uno de los cuales ha contribuido con sus propios puntos de vista sobre la condición humana y el estado actual de los estudios del ser humano. El congreso se celebró en el Centro Universitario de Monash, Prato, Italia, en 2004; en la Universidad de Cambridge, Cambridge, Reino Unido, en 2005; en la Universidad de Cartago, Túnez, en 2006; en la Universidad Americana de París, Francia, en 2007; en la Universidad Fatih, Estambul, Turquía, en 2008; en el Hotel de la Amistad en Pekín, China, en 2009; en la Universidad de California, Los Ángeles, EE.UU., en 2010; en la Universidad de Granada, España, en 2011; en el Centro Mont-Royal en Montreal, Canadá, en 2012; en la Universidad Eötvös Loránd, Budapest, en 2013; en la Universidad CEU San Pablo, Madrid, España, en 2014; en la Universidad de Columbia Británica en Vancouver, Canadá, en 2015; en la Universidad de Illinois en Chicago, EE.UU., en 2016; y el próximo año tendremos el placer de celebrar el congreso en la Universidad de Pensilvania, Filadelfia, EE.UU., del 5 al 7 de julio de 2018.

Los congresos son espacios de intercambio efímero; hablamos, aprendemos y nos inspiramos, pero estas conversaciones se desvanecen con el tiempo. Por ello, la Red de Investigación ha establecido diferentes tipos de publicaciones, con el fin de capturar estas conversaciones y formalizarlas en objetos de conocimiento. Lo invitamos a presentar su investigación en la Colección de Revistas de Humanidades.

Common Ground Research Networks organiza la Red de Investigación de Nuevas Tendencias en Humanidades en colaboración con los editores y los socios comunitarios. Fundada en 1984, Common Ground Research Networks está comprometida con la construcción de nuevos tipos de Redes de Investigación, es innovadora en sus medios de comunicación y con una visión a futuro en sus mensajes. Common Ground Research Networks toma algunos de los retos fundamentales de nuestro tiempo y construye comunidades de conocimiento 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 interdisciplinario, conversaciones globales y colaboraciones intelectuales 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 la diferencias tiene lugar — 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.



Gracias a todos los que han participado en la organización de este congreso. Un agradecimiento personal a nuestros colegas de Common Ground, que han puesto mucho trabajo y esfuerzo en la realización de este congreso: Grace Chang, Julia Lin, Meg Welter, Caitlyn D'Aunno, and Jessica Wienhold-Brokish.

Le deseamos lo mejor para este congreso y esperamos que le brinde muchas oportunidades para dialogar tanto con colegas cercanos como de todo el mundo. Esperamos también que nos acompañen en el Congreso sobre Nuevas Tendencias en Humanidades el próximo año, del 5 al 7 de julio de 2018 en Filadelfia,

Sinceramente,



Dr. Phillip Kalantzis-Cope
Director, Common Ground Research Networks

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 interacciones 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 toma 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 interdisciplinario, conversaciones globales y colaboraciones intelectuales e interinstitucionales.

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Nuestros medios de comunicación

Common Ground Research Networks crea Redes de Investigación que se reúnen personalmente en congresos anuales. Entre congreso y congreso, los miembros de cada red también se mantienen en contacto durante el año mediante redes de investigación en línea, a través de procesos formales de publicación académica (revistas arbitradas revisión por pares), o ya sea 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.

Red de Investigación de Nuevas Tendencias en Humanidades

*Explorar las tradiciones establecidas en humanidades, así
como prácticas innovadoras que formulen un quehacer
renovado de la disciplina en el futuro.*



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

Congreso

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

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

Publicaciones

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

Tema 1: Estudios culturales críticos

Explorar medios para ensanchar el campo de acción de las humanidades y crear un escenario crítico más amplio por medio de los estudios culturales. Examinar las perspectivas críticas sobre las disciplinas académicas; cómo las disciplinas tradicionales se mantienen constantes o deben responder a los cambios en las relaciones entre los seres humanos y de ellos con la sociedad, la tecnología y el medio ambiente. Considerar los modos de conocimiento, los cambios en los marcos conceptuales y las metodologías de investigación. Proponer nuevas tendencias para los estudios humanísticos.

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

Tema 2: Estudios de comunicación y lingüística

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

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

Tema 3: Humanidades literarias

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

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

Tema 4: Estudios cívicos, políticos y comunitarios

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

- Formaciones humanas: familias, instituciones, organizaciones, Estados y sociedades
- Expresiones humanas: valores, actitudes, disposiciones, sensibilidades
- Diferencias humanas: género, sexualidad, familias, raza, etnicidad, clase, (dis)capacidad
- Afinidades: nacionalidad y otras formas de pertenencia
- Globalización y sus disconformes

- Diversidad: el diálogo como imperativo local y mundial
- La dinámica de la identidad en la cultura
- Inmigración, refugiados, minorías y diáspora
- Internacionalismo, globalismo, multiculturalismo, cosmopolitanismo
- Derechos humanos
- Violencia y paz humanas
- Gobierno y política en la sociedad

Tema 5: Educación en humanidades

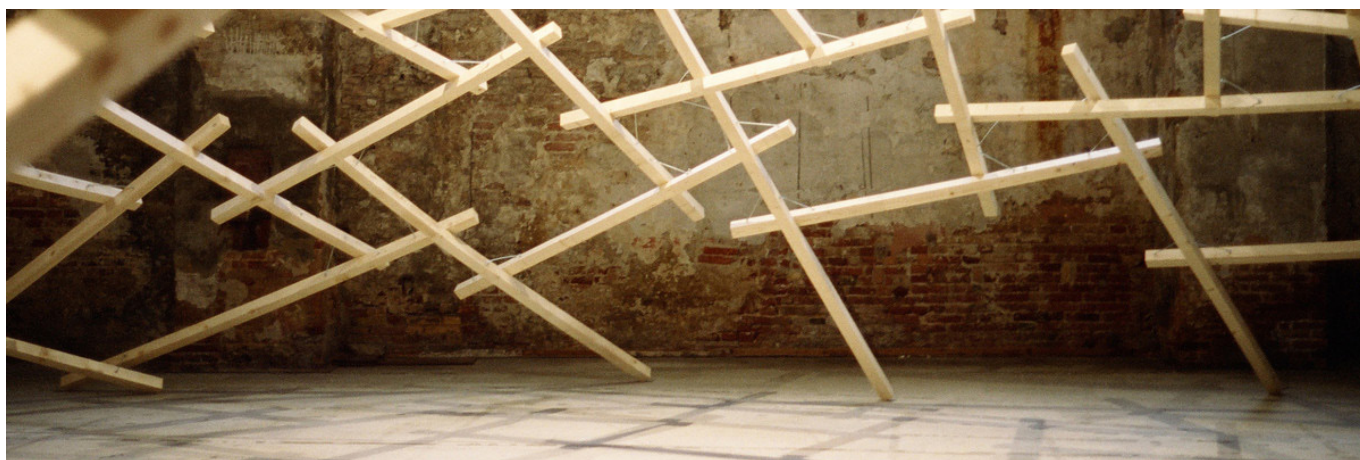
Sobre las teorías y las prácticas de la enseñanza y el aprendizaje en las disciplinas de las humanidades y de las ciencias sociales humanísticas. Pedagogía general y de sujetos específicos.

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

Tema 6: Libros, edición y bibliotecas

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

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



Nuevas tendencias en humanidades en la sociedad del conocimiento

Los capítulos disciplinarios de las humanidades están fundamentalmente conectados por los procesos del saber. Esto no es cualquier clase de saber, sino saber “quiénes” somos como seres humanos y como personas; nuestros defectos, nuestras aspiraciones, la naturaleza de nuestras diferencias y nuestras mutuas conexiones. Dentro del contexto del imaginario y la realidad de una sociedad del conocimiento, una sociedad que hoy se define con la mediación de tecnologías digitales, ¿cómo podrían las tradiciones establecidas, así como las nuevas prácticas innovadoras en las humanidades, establecer una agenda renovada para nuestro futuro? ¿Cómo podrían desafiar el significado, propósito y resultados de la sociedad del conocimiento? ¿Cuál es el papel del académico de las humanidades como un agente de cambio? ¿Cómo se transforma el conocimiento en la academia en una acción dentro del mundo?

Colección de Revistas de Humanidades

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



Acerca de nuestro enfoque editorial

Desde hace 30 años, Common Ground Research Networks se ha comprometido con la creación de espacios para el encuentro entre personas e ideas. Con 9 Redes de Investigación en español, y 24 redes en inglés, la misión de Common Ground es proveer plataformas que reúnan a personas de diversos orígenes geográficos, institucionales y culturales en espacios donde académicos y otros profesionales puedan establecer relaciones en los distintos campos disciplinarios de estudio. Cada Red de Investigación organiza un congreso académico anual de carácter internacional y se asocia con una revista académica que funciona bajo la revisión por pares (o una colección de revistas), y una serie de redes sociales en torno a un nuevo “espacio social de conocimiento”, que ha sido desarrollado por Common Ground: **Scholar**: (<http://cgscholar.com/>) (solamente disponible en inglés en este momento).

Mediante los servicios editoriales, Common Ground sostiene el objetivo fomentar los más altos estándares de excelencia intelectual. Somos muy críticos con las deficiencias que existen en el actual sistema de publicaciones académicas, incluidas las redes que restringen la visibilidad de los académicos e investigadores emergentes en los países en desarrollo, así como los costos e ineficiencias asociados con la edición comercial tradicional.

Para combatir estas deficiencias, Common Ground ha desarrollado un modelo de publicación innovador. Cada una de las Redes de Investigación de Common Ground organiza un congreso académico anual cuya cuota de inscripción incluye la publicación de un artículo —si pasa el proceso de revisión por pares— en la revista asociada sin costo adicional. De este modo los autores pueden presentar una ponencia en un congreso científico de su área de investigación, incorporar las críticas constructivas que reciben de los asistentes y después de incorporarlas, enviar un artículo sólido para someterlo al proceso de revisión por pares, sin que el autor tenga que pagar una tasa adicional.

Al usar una parte de la cuota de inscripción para financiar los costes asociados a la producción y comercialización de las revistas, Common Ground es capaz de mantener bajos los precios de suscripción, facilitando así el acceso a todos nuestros contenidos. Los participantes del congreso pueden subir sus presentaciones al canal de YouTube de Common Ground, además de contar con una suscripción electrónica gratuita a la revista por un periodo de un año. Esta suscripción permite el acceso a todos los números de la revista en español, e inglés. Además, cada artículo que publicamos está disponible de forma individual con una tarifa de descarga para los no abonados. Los autores disponen además de la opción de publicar su artículo en acceso abierto para así poder llegar a una mayor audiencia y garantizar la difusión más amplia posible.

El riguroso proceso de revisión de Common Ground trata también de abordar algunos de los sesgos inherentes a los modelos tradicionales de las editoriales académicas. El conjunto de revisores está conformado por los mismos autores que han enviado artículos a la revista, así como también por académicos voluntarios cuyos currículos y experiencia académica han sido evaluados por el equipo editorial de Common Ground. Los artículos son asignados a revisores con base en sus intereses académicos y experiencia. Al tener voluntarios y a otros autores como posibles revisores, Common Ground evita los inconvenientes de someter los textos al juicio de un solo editor, lo que muchas veces limita la publicación académica. En cambio, Common Ground aprovecha el potencial de los participantes del congreso y de los autores de las revistas para evaluar los trabajos, con un sistema de evaluación basado en criterios más democráticos e intelectualmente más rigurosos que otros modelos tradicionales. Common Ground también valora la importante labor de los revisores, al reconocerlos como Revisores en los volúmenes en los que contribuyen.



Con la creación de un software asombrosamente innovador, Common Ground también ha comenzado a hacer frente a lo que considera como un cambio en las relaciones tecnológicas, económicas, geográficas, interdisciplinarias, sociales y de distribución y difusión del conocimiento. Desde hace más de diez años hemos estado construyendo una editorial mediada por las tecnologías web y las nuevas redes sociales, donde la gente pueda trabajar en estrecha colaboración para aprender, crear y compartir conocimiento. La última creación de este proyecto es un entorno social de conocimiento pionero llamado **Scholar** (<http://egscholar.com/>), plataforma informática que provee un lugar donde los académicos pueden conectarse en red y dar visibilidad a sus investigaciones mediante una librería personal.

Los invitamos a que sean parte de estas redes en la creación de diálogos entre diferentes perspectivas, experiencias, áreas de conocimiento y metodologías, y de las interacciones en el congreso, las conversaciones en línea, o los artículos de la revista.

Sobre la Colección de Revistas de Humanidades

Las humanidades constituyen un ámbito de aprendizaje, reflexión y acción; un lugar de diálogo entre epistemologías, perspectivas y áreas de conocimiento. En las fronteras entre las diferentes áreas del saber humano, las humanidades podrían contribuir a que los sistemas modernos de conocimiento amplíen su estrechez de miras. Los artículos de la Colección de Revistas de Humanidades presentan una perspectiva amplia que va desde lo general y especulativo hasta lo particular y empírico. Su preocupación principal es redefinir el entendimiento de lo humano, mostrar la interacción de diversas prácticas disciplinarias dentro de las humanidades, e impulsar el debate sobre las diversas facetas de la humanidad.

Fundada: 2012

Periodicidad de Publicación: Semestral (junio, diciembre)

las-humanidades.com

ijhes.cgpublisher.com



Revista Internacional de Comunicación y Estudios Lingüísticos

La *Revista Internacional de Comunicación y Estudios Lingüísticos* examina críticamente el intercambio de significados humanos, incluidos los procesos de representación o creación de sentidos simbólicos fundados en la cognición humana, las manifestaciones exteriores de la comunicación y la dinámica de la interpretación.

ISSN: 2471-8319 (versión impresa) | 2471-8327 (versión electrónica)

Identificador digital: 10.18848/2471-8319/CGP



Revista Internacional de Estudios Culturales en Humanidades

La *Revista Internacional de Estudios Culturales en Humanidades* examina críticamente las condiciones sociales, políticas e ideológicas de la producción cultural y ofrece un amplio lienzo para el estudio de los medios de comunicación, las identidades, las políticas y la expresión cultural.

ISSN: 2471-8580 (versión impresa) | 2471-8599 (versión electrónica)

Identificador digital: 10.18848/2471-8580/CGP



Revista Internacional de Estudios Literarios y Humanísticos

La *Revista Internacional de Estudios Literarios y Humanísticos* analiza e interpreta las literaturas y prácticas literarias a fin de cuestionar las formas expresivas aceptadas y las interpretaciones convencionales.

ISSN: 2471-8602 (versión impresa) | 2471-8610 (versión electrónica)

Identificador digital: 10.18848/2471-8602/CGP



Revista Internacional de Estudios Políticos, Cívicos y Comunes

La *Revista Internacional de Estudios Políticos, Cívicos y Comunes* recibe con gusto trabajos teóricos y estudios casuísticos que documenten prácticas cívicas, políticas y comunes comprometidas socialmente.

ISSN: 2471-8653 (versión impresa) | 2471-8661 (versión electrónica)

Identificador digital: 10.18848/2471-8653/CGP



Revista Internacional de las Humanidades en la Educación

La *Revista Internacional de las Humanidades en la Educación* explora la enseñanza y el aprendizaje de las humanidades y a través de ellas, y comprende un amplio campo de prácticas educativas, entre ellas la literatura, el lenguaje, los estudios sociales y las artes.

ISSN: 2471-867X (versión impresa) | 2471-8688 (versión electrónica)

Identificador digital: 10.18848/2471-867X/CGP



Revista Internacional del Libro, Edición y Bibliotecas

La *Revista Internacional del Libro, Edición y Bibliotecas*, ofrece un foro para profesionales de la edición, bibliotecarios, investigadores y educadores para hablar de ese artefacto icónico, el libro, y reflexionar sobre su pasado, su presente y su futuro. ¿Anuncian realmente los nuevos medios digitales (Internet, textos multimedia, etc.) la muerte del libro?

ISSN: en trámite

Identificador digital: en trámite

Congreso Internacional sobre Nuevas Tendencias en Humanidades

*Discutimos y estudiamos cuestiones clave de las humanidades;
construimos relaciones con aquellos académicos notables y
emergentes en la materia que plantean una amplia gama de
disciplinas y perspectivas*



Principios y características del congreso

La estructura del congreso está basada en cuatro principios básicos que impregnan todos los aspectos de la Red de Investigación:

Internacional

El congreso viaja por todo el mundo para proporcionar oportunidades para que los delegados vean y experimenten diferentes países y ubicaciones. Pero de mayor importancia, el congreso ofrece una oportunidad tangible y significativa para involucrarse con académicos de una diversidad de culturas y perspectivas. Este año, delegados de más de 40 países asistirán, ofreciendo una oportunidad única y sin paralelo de involucrarse directamente con colegas de todos los rincones del mundo.

Interdisciplinario

A diferencia de congresos de asociaciones en que asisten delegados con experiencias y especialidades similares, estos congresos reúnen a investigadores, profesionales y académicos de una amplia gama de disciplinas, que comparten su interés en los temas y las preocupaciones de esta red. Como resultado, los temas se abordan desde una variedad de perspectivas, se elogian los métodos interdisciplinarios y se anima el respeto mutuo y la colaboración.

Incluyente

Se da la bienvenida a cualquiera cuyo trabajo académico es sólido y competente tanto en las redes como en los congresos, sin importar su disciplina, cultura, institución o carrera. Ya sea un profesor emérito, un 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

Para aprovechar completamente la rica diversidad de culturas, antecedentes y perspectivas representadas en estos congresos, debe haber amplias oportunidades de hablar, escuchar, participar e interactuar. Se ofrece una variedad de formatos de sesión más o menos estructuradas a través de ambos congresos para proporcionar estas oportunidades.



Ponencias plenarias

Los oradores 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.



Conversaciones en el jardín

Las conversaciones en el jardín son sesiones informales, no estructuradas que brindan a los delegados la oportunidad de reunirse con oradores plenarios y hablar largamente con ellos acerca de los asuntos que surgen 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 de artículos por tema

Las ponencias de artículos 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. Los participantes recibirán un ejemplar del artículo escrito de cada presentador si éste se acepta en la revista.



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.



Discusiones enfocadas

Para un trabajo que mejor discutir o debatir, más que reportarlo 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 enumerando 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.



Miércoles 5 de julio

8:00–9:00	Mesa de inscripción abierta
9:00–9:30	Inauguración del congreso—Phillip Kalantzis-Cope, Jefe de Ciencias Sociales, Common Ground Research Networks, EEUU
9:30–10:05	Sesión plenaria en inglés—Ewa Domanska, Associate Professor, Department of History, Adam Mickiewicz University, Poland / Visiting Associate Professor, Department of Anthropology, Stanford University, USA <i>"Prefigurative Humanities"</i>
10:05–10:40	Descanso & conversación en el jardín en inglés
10:40–10:50	Transición
10:50–11:40	Mesas redondas (español en el Room 7)
11:40–12:35	Almuerzo
12:35–13:05	Sesión plenaria—Lourdes Roca, Profesora-Investigadora, Instituto Mora, México <i>"Metodologías de investigación: Oralidad y visualidad en la construcción y difusión del conocimiento social"</i>
13:05–13:45	Conversación en el jardín con Lourdes Roca
13:45–14:30	Café y transición
14:30–16:10	Sesiones paralelas
16:10–16:20	Transición
16:20–18:00	Sesiones paralelas

Jueves 6 de julio

8:15–9:00	Mesa de inscripción abierta
9:00–9:15	Noticias del día—Phillip Kalantzis-Cope, Jefe de Ciencias Sociales, Common Ground Research Networks, EEUU
9:15–9:50	Sesión plenaria en inglés—Kang Ouyang, Professor and Director of the Institute of Philosophy, Huazhong University of Science and Technology, China <i>"World Complexity, Paradox of Human Nature, and the Academic Mission of Humanistic Studies Today"</i>
9:50–10:20	Descanso & conversación en el jardín en inglés
10:20–10:30	Transición
10:30–12:10	Sesiones paralelas
12:10–13:00	Almuerzo
13:00–13:10	Transición
13:10–13:55	Sesiones paralelas
13:55–14:10	Café y transición
14:10–15:50	Sesiones paralelas
15:50–16:00	Transición
16:00–17:40	Sesiones paralelas

Viernes 7 de julio

8:30–9:00	Mesa de inscripción abierta
9:00–9:20	Noticias del día—Phillip Kalantzis-Cope, Jefe de Ciencias Sociales, Common Ground Research Networks, EEUU
9:20–9:55	Sesión plenaria en inglés—Angus Phillips, Director, Oxford International Centre for Publishing Studies, Oxford, UK <i>“Publishing: Trends and Transformations”</i>
9:55–10:25	Conversación en el jardín en inglés
10:25–12:05	Sesiones paralelas
12:05–12:55	Almuerzo
12:55–13:40	Sesiones paralelas
13:40–13:55	Café y transición
13:55–15:10	Sesiones paralelas
15:10–15:20	Transición
15:20–17:00	Sesiones paralelas
17:00–18:00	Recepción de clausura y entrega de premios



Sesión especial

Publicación de un libro o artículo en Common Ground

Jueves 6 de julio | 13:10–13:55 | Esta sesión se presentará en inglés

Caitlyn D'Aunno, Gerente editorial, Common Ground Research Networks

Descripción: En esta sesión Common Ground Research Networks presentará una visión general de la filosofía y las prácticas de publicación de la Colección de Revistas Nuevas Tendencias en Humanidades. También ofrecerá algunos consejos para convertir las ponencias de los congresos en artículos, y un resumen del proceso de publicación en las revistas, a la vez que información sobre el envío de manuscritos para libros de Common Ground (libros solamente en inglés). Por favor, déjenos saber cualquier duda que tenga, ya que la segunda mitad de la sesión se dedicará especialmente para preguntas y respuestas.

Eventos especiales

Inscripción precongreso

Martes 4 de julio de 2017 | 18:00–19:00 | Vestíbulo del Sir Alexander Fleming Building (planta baja)

Debido al tamaño de este gran congreso, nos complace anunciar que habrá una inscripción precongreso el martes 4 de julio en el vestíbulo del Sir Alexander Fleming Building en el Imperial College London. Este es un gran congreso y si es posible nos gustaría que viniera a la inscripción precongreso para recoger materiales y evitar filas largas para registrarse en la primera mañana del congreso.

Tour precongreso: Tour por Londres en autobús al anochecer

Martes 4 de julio de 2017 | 18:00–21:30 | Ubicación de recogida: Imperial College London – Prince's Gardens

Únase a otros delegados del congreso y oradores plenarios a bordo de un autobús chárter. Disfrute lindas vistas de los principales lugares turísticos de Londres, acompañado de un guía privado para narrarle la historia de esta gran ciudad. Hay un itinerario personalizado que permite paradas y toma de fotografías sin tener que preocuparse por el transporte o largas filas.

Recepción de clausura del congreso y entrega de premios

Viernes 7 de julio de 2017 | 17:00–18:00 | Salón de sesiones plenarias & vestíbulo (Sir Alexander Fleming Building)

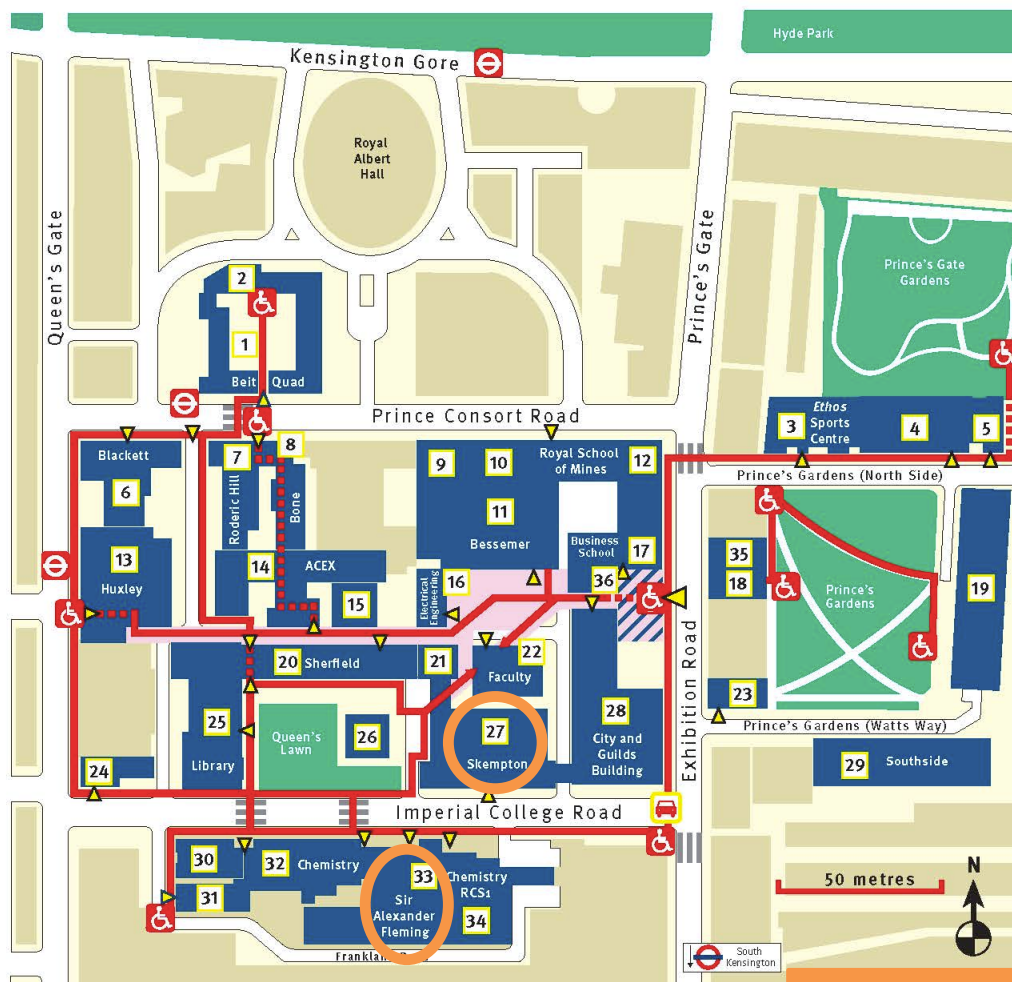
Common Ground Research Networks, Imperial College London y el Congreso sobre Nuevas Tendencias en Humanidades, estarán albergando una recepción de clausura en el Imperial College London. La recepción se efectuará inmediatamente después de la ceremonia de clausura y entrega de premios el viernes 7 de julio de 2017. Únase a otros delegados del congreso y oradores plenarios para bebidas, entremeses ligeros y la oportunidad de conversar.

¡Esperamos con gusto recibirlo!



Imperial College London

South Kensington Campus



Main walkway

Main entrance

Accessible route

Buildings where wheelchair access is not possible at this time

South Kensington Underground

Bus stops

Building entrances

Vehicle entrance



Registration Desk: Sir Alexander Fleming – Main Lobby (33)
Plenary Sessions: Sir Alexander Fleming (33)
Rooms 1-6: Skempton (27)
Rooms 7-10: Sir Alexander Fleming (33)

- 1 Beit Quadrangle
- 2 Imperial College Union
- 3 Ethos Sports Centre
- 4 Prince's Gdns, North Side
- 5 Weeks Hall
- 6 Blackett Laboratory
- 7 Roderic Hill Building
- 8 Bone Building
- 9 Royal School of Mines
- 10 Aston Webb
- 11 Bessemer Building

- 12 Goldsmiths Building
- 13 Huxley Building
- 14 ACE Extension
- 15 William Penney Laboratory
- 16 Electrical Engineering
- 17 Business School
- 18 53 Prince's Gate
- 19 Eastside
- 20 Sherfield Building
- Student Hub
- Conference Office

- 21 Grantham Institute for Climate Change
- 22 Faculty Building
- 23 58 Prince's Gate
- 24 170 Queen's Gate
- 25 Central Library
- 26 Queen's Tower
- 27 Skempton Building
- 28 City and Guilds Building
- 29 Southside

- 30 Sir Ernst Chain Building – Wolfson Laboratories
- 31 Flowers Building
- 32 Chemistry Building
- 33 Sir Alexander Fleming Building
- 34 Chemistry RCS1
- 35 52 Prince's Gate
- 36 Alumni Visitor Centre

Lourdes Roca

“Metodologías de investigación: Oralidad y visualidad en la construcción y difusión del conocimiento social”.



Lourdes Roca es profesora-investigadora del Instituto Mora, en la ciudad de México. Coordina el Laboratorio Audiovisual de Investigación Social que fundó desde el 2002. Es doctora en antropología, tiene una formación multidisciplinaria en comunicación, historia y antropología, y centró sus primeras investigaciones en los años noventa en la divulgación histórica audiovisual y la realización de documentales de investigación. Ha contado con diversos apoyos de investigación que otorgan el CONACYT y el FONCA en México, lo que le ha permitido impulsar varios proyectos sobre el tema. Se dedica a la investigación social con imágenes y a la construcción de propuestas metodológicas para su incorporación como fuentes de investigación. Es docente de estudios de la imagen y técnicas cualitativas de investigación en la licenciatura y el posgrado del Instituto Mora, así como de investigación y realización en el CUEC-UNAM, y ha impartido cursos de especialización en la materia en México, Colombia, Brasil, Perú, Chile y Argentina. Coordinó un proyecto para el desarrollo de un Sistema de Información para Archivos de Imágenes, El Pescador, con el que se pusieron en línea varias fototecas digitales sobre América Latina, entre instituciones de Brasil, Argentina y México. Entre sus publicaciones destacan documentales como Km. C-62 Un nómada del riel (2000), los libros Imágenes e investigación social (2005) e Investigación con imágenes. Usos y retos metodológicos (2012), y los sitios web Huellas de luz (2012) y metaDOC Documentales e Investigación (2016). Su última publicación colectiva, Tejedores de imágenes. Propuestas metodológicas de Investigación y Gestión del Patrimonio Fotográfico y Audiovisual (2014), recibió el Premio Antonio García cubas del Instituto Nacional de Antropología e Historia, México.

ORADORES PLENARIOS (EN INGLÉS)

Ewa Domanska (Plenary Session in English)

“Prefigurative Humanities”



Ewa Domanska is a Professor of Human Sciences and holds her permanent position at the Department of History, Adam Mickiewicz University in Poznan, Poland. Since 2002 she is a recurring visiting professor at Anthropology Department at Stanford University. Her teaching and research interests include comparative theory of the human and social sciences, history and theory of historiography, genocide and ecocide studies, dead body studies. She is the author and editor of 18 books. Her more recent publications include: History and the Contemporary Humanities: Studies in Theory of Historical Knowledge (in Ukrainian, 2012); Necros. Introduction to an Ontology of Dead Body (2017, forthcoming in Polish); “Dehumanisation Through Decomposition and the Force of Law,” in: Mapping the ‘Forensic Turn,’ ed. Z. Dziuban. Vienna 2017: 83-98; “Animal History.” History and Theory, vol. 56, no. 2, 2017: 265-285 and “Retroactive Ancestral Constitution and Alter-Native Modernities.” Storia della Storiografia, vol. 65, no. 1, 2014: 61-75.



Kang Ouyang (Plenary Session in English and Chinese)

“World Complexity, Paradox of Human Nature, and the Academic Mission of Humanistic Studies Today”



Kang Ouyang holds several positions at the Huazhong University of Science and Technology (HUST), including Dean of the Institute of State Governance, Professor and Director of the Institute of Philosophy, Director of the Institute of Social Information Studies, Chief Editor of the Journal of HUST for Social Sciences, to name a few.

Ouyang is a leading scholar in the fields of national spirit, cross-culture studies, social epistemology, social information and philosophy in China. He has published more than 10 books. His recent works includes, “Dialog and Reflection: Contemporary British and American Philosophy, Culture and Others (对话与反思：当代英美哲学、文化及其他, 2005)”, “An Introduction to Social Informatics (社会系统与社会信息：社会信息论导, 2011)”, “On the Chinese Road (中国道路——思想前提、价值意蕴与方法论反思, 2013).” He also edited several volumes of books including “Philosophy of Social Science and Humanities (Chief Editor, 人文社会科学哲学, 2001)”, “Map of Contemporary British and American Philosophy (Chief Editor, 当代英美哲学地图, 2005)”. He has published more than 300 papers in English and Chinese, took on more than 10 national and international research projects, and visited more than 30 countries for international conferences, academic lectures, and cooperative research.

Angus Phillips (Plenary Session in English)

“Publishing: Trends and Transformations”



Angus Phillips is Director of the Oxford International Centre for Publishing Studies. He has degrees from Oxford and Warwick universities, and before joining Oxford Brookes he ran a trade and reference list at Oxford University Press. He works as a consultant to the publishing industry and is often invited to speak at international conferences and events. His recent books include *Inside Book Publishing* (with Giles Clark) and *Turning the Page: The evolution of the book*.

He is on the European Advisory Board of Princeton University Press and was a judge for the Bookseller industry awards for four years in a row from 2010 to 2013. He is the Editor-in-Chief of the premier publishing journal, *Logos*.



Laura Domínguez García

Universidad de Málaga, Málaga, España



María Alma Moran

Universidad Nacional de La Plata, Buenos Aires,
Argentina



Rocío García Pedreira

Universidade de Santiago de Compostela, A
Coruña, España



Ana María Nuñez Henao

Corporación Universitaria Minuto de Dios
- Centro Regional Soacha, Cundinamarca,
Colombia



Noelia López Souto

Universidad de Salamanca, Salamanca, España

MIÉRCOLES 5 DE JULIO

MIÉRCOLES 5 DE JULIO	
8:00-9:00	MESA DE INSCRIPCIÓN ABIERTA
9:00-9:30	INAUGURACIÓN DEL CONGRESO
	Phillip Kalantzis-Cope, Jefe de Ciencias Sociales, Common Ground Research Networks, EEUU Meg Welter, Coordinadora de Programas de Lengua Española, Common Ground Research Networks, EEUU Grace Chang, Organizadora de Congresos, Common Ground Research Networks, EEUU
9:30-10:05	SESIÓN PLENARIA EN INGLÉS - EWA DOMANSKA, ASSOCIATE PROFESSOR, DEPARTMENT OF HISTORY, ADAM MICKIEWICZ UNIVERSITY, POLAND / VISITING ASSOCIATE PROFESSOR, DEPARTMENT OF ANTHROPOLOGY, STANFORD UNIVERSITY, USA
	"Prefigurative Humanities"
10:05-10:40	DESCANSO DE CAFÉ Y CONVERSACIÓN EN EL JARDÍN EN INGLÉS
10:40-10:50	TRANSICIÓN
10:50-11:40	MESAS REDONDAS
	Room 1: Critical Cultural Studies Room 2: Communication and Linguistics Studies Room 3: Literary Humanities Room 4: Civic, Political, and Community Studies Room 5: Humanities Education Room 6: 2017 Special Focus Room 7: Mesas redondas en español
11:40-12:35	ALMUERZO
12:35-14:15	SESIONES PARALELAS
Room 1	Sesión en inglés: New Approaches to Humanities Education
Room 2	Sesión en inglés: Subversion in Literature
Room 3	Sesión en inglés: Literary Revisions and Rewritings
Room 4	Sesión en inglés: Indigenous Studies
Room 5	Sesión en inglés: Politics and Discourse
Room 6	Sesión en inglés: Teaching and Learning in the Humanities
Room 7	Sesión plenaria en español: Lourdes Roca, Profesora-Investigadora, Instituto Mora, México "Metodologías de investigación: Oralidad y visualidad en la construcción y difusión del conocimiento social" - La conversación en el jardín seguirá.
Room 8	Sesión plenaria y conversación en el jardín en chino - Dr. Ouyang Kang, China "World Complexity, Paradox of Human Nature and the Academic Mission of Humanistic Studies Today"
Room 9	Sesión en inglés: Literary Criticism
14:15-14:30	CAFÉ Y TRANSICIÓN
14:30-16:10	SESIONES PARALELAS
Room 1	Sesión en inglés: Studies on Language Instruction
Room 2	Sesión en inglés: Gender Studies and Literature
Room 3	Sesión en inglés: Intertextuality and Experimentation
Room 4	Sesión en inglés: Rethinking the Humanities
Room 5	Sesión en inglés: New Media, New Messages, New Meanings
Room 6	Sesión en inglés: Identity, Marginalization, Resistance
Room 7	Sesión en español: Nuevas metodologías e interpretaciones en las humanidades ¿Certeza científica vs intuición humanística? Notas Sobre un Falso Debate Dra. Diana Guillén, <i>Sociología política, Instituto Mora, Ciudad de México, México</i> <i>Resumen:</i> Como resultado de un trabajo de gabinete, se debatirá con las visiones dicotómicas sobre el tipo de investigación que requieren nuestras disciplinas y se propondrán alternativas para construir modelos propios. <i>Tema: Estudios culturales críticos</i> El Modelo pedagógico praxeológico con enfoque étnico diferencial como instrumento de empoderamiento social: Nuevos modelos pedagógicos Mg. Ana María Nunez Henao, <i>Proyección Social, Corporación Universitaria Minuto de Dios - Uniminuto, Bogotá, Colombia</i> Angel Alberto Herrera Rodríguez, <i>Proyección Social, Corporación Universitaria Minuto de Dios Centro Regional Soacha, Bogotá, Colombia</i> <i>Resumen:</i> Las instituciones de educación superior deben fortalecer sus programas de acuerdo con la realidad étnica, a fin de permitir una participación inclusiva. <i>Tema: Educación en humanidades</i> ¿Paz positiva en Hobbes? Hacia un concepto de paz positiva en Hobbes Prof. Oswaldo Plata Pineda, <i>Coordinación de Ciencias Sociales, Politécnico Jaime Isaza Cadavid Universidad de Antioquia, Medellín, Colombia</i> José de Jesús Herrera Ospina, <i>Facultad de Ciencias Básicas, Sociales y Humanas, Politécnico Colombiano Jaime Isaza Cadavid, Medellín, Colombia</i> <i>Resumen:</i> La ponencia analiza la interpretación de Lloyd de la teoría política de Hobbes, cuyo fundamento es la consideración de todos los intereses humanos, a saber, prudenciales y trascendentales. <i>Tema: Estudios cívicos, políticos y de la comunidad</i> Nuevas estrategias para la construcción de capacidades en la enseñanza-aprendizaje de la arquitectura Arq. María Victoria Silvestre, <i>Arquitectura y Planeamiento, Universidad Católica de Santa Fe, Santa Fe, Argentina</i> Arq. Carmela Luciana Fili Tujehneider, <i>Arquitectura y Planeamiento, Universidad Católica de Santa Fe, Santa Fe, Argentina</i> <i>Resumen:</i> Desde hace varias décadas la arquitectura se enfrenta a desafíos epistemológicos que convocan a otras disciplinas e implican nuevas estrategias para construir capacidades de enseñanza-aprendizaje del proceso de proyecto. <i>Tema: Estudios culturales críticos</i>
Room 8	Sesión en chino



MIÉRCOLES 5 DE JULIO

14:30-16:10	SESIONES PARALELAS
Room 9	Sesión en inglés: Social Policy, Human Rights, and Political Challenges
16:10-16:20	TRANSICIÓN
16:20-18:00	SESIONES PARALELAS
Room 1	Sesión en inglés: Education in a Knowledge Society
Room 2	Sesión en inglés: Education Studies
Room 3	Sesión en inglés: Critical Social Studies
Room 4	Sesión en inglés: Narrative Construction and Identity
Room 5	Sesión en inglés: Family Dynamics and Globalization
Room 6	Sesión en inglés: Politics of Nation Building
Room 7	Sesión paralela en español: Estudios literarios Marienbad eléctrico: Un artefacto de literatura expandida Mas. Felicidad Juste Mompel, <i>Facultad de Filosofía y Letras, Universidad Autónoma de Barcelona, Granollers, España</i> <i>Resumen:</i> Marienbad eléctrico del escritor Enrique Vila-Matas se revela como un intento de dar nueva forma a la Forma, a través de un ejercicio singular de conjunción entre arte y literatura. <i>Tema:</i> Estudios literarios El Paradigma del despertar: Crisis de la experiencia (estética) en la literatura de Juan José Saer y Marcel Proust Prof. María Alma Moran, <i>Facultad de Humanidades y Ciencias de la Educación, Instituto de Investigaciones en Humanidades y Ciencias Sociales, Centro de Estudios de Teoría y Crítica Literaria, Universidad Nacional de La Plata, La Plata, Argentina</i> <i>Resumen:</i> Tanto la literatura de Proust como la de Saer presentan diálogos intertextuales en cuanto a la cuestión de la crisis de la experiencia estética (Benjamin) y las “escenas del despertar”. <i>Tema:</i> Estudios literarios
Room 8	Sesión en chino
Room 9	Sesión en inglés: Literature and Society
Room 10	Sesión en inglés: Late Additions

JUEVES 6 DE JULIO

JUEVES 6 DE JULIO	
8:15-9:00	MESA DE INSCRIPCIÓN ABIERTA
9:00-9:15	NOTICIAS DEL DÍA
9:15-9:50	SESIÓN PLENARIA EN INGLÉS - DR. OUYANG KANG, PROFESSOR AND DIRECTOR OF THE INSTITUTE OF PHILOSOPHY, HUAZHONG UNIVERSITY OF SCIENCE AND TECHNOLOGY, CHINA
	"World Complexity, Paradox of Human Nature and the Academic Mission of Humanistic Studies Today"
9:50-10:20	CAFÉ Y CONVERSACIÓN EN EL JARDÍN
10:20-10:30	TRANSICIÓN
10:30-12:10	SESIONES PARALELAS
Room 1	Sesión en inglés: Technology and Humanities Education
Room 2	Sesión en inglés: Narrative Techniques
Room 3	Sesión en inglés: The Humanities and Religion
Room 4	Sesión en inglés: Media Representations
Room 5	Sesión en inglés: Film Studies
Room 6	Sesión en inglés: New Directions in the Humanities
Room 7	Sesión en español: Construyendo sociedades y el impacto de sistemas de poder Reinvención e insistencia de lo humano: El valor de la poiesis en los procesos de subjetivación Dra. Ana Hounie, <i>Instituto de Psicología Clínica, Facultad de Psicología, Universidad de la República del Uruguay, Montevideo, Uruguay</i> <i>Resumen:</i> Un análisis crítico del valor de la poesis en los procesos de subjetivación en nuestro tiempo. La construcción de ficción como reinvención e insistencia de lo humano. <i>Tema: Estudios culturales críticos</i> El Desastre natural en Chile desde la perspectiva foucaultiana del acontecimiento Dr. Juan Saavedra Vasquez, <i>Departamento Ciencias Sociales, Concepción Escuela de Trabajo Social, Universidad del Bío-Bío, Concepción, Chile</i> <i>Resumen:</i> Reflexiones sobre los desastres naturales en Chile y la recuperación de la normalidad neoliberal, desde la perspectiva foucaultiana del acontecimiento. <i>Tema: Estudios cívicos, políticos y de la comunidad</i> Las Humanidades como herramienta en la construcción de la paz en Colombia José de Jesús Herrera Ospina, <i>Facultad de Ciencias Básicas, Sociales y Humanas, Politécnico Colombiano Jaime Isaza Cadavid, Medellín, Colombia</i> Carlos Alberto Builes Tobon, <i>Facultad de Teología, Filosofía y Humanidades, Universidad Pontificia Bolivariana, Medellín, Colombia</i> <i>Resumen:</i> Esta ponencia tiene como objeto presentar el papel de las humanidades como herramienta fundamental en la construcción de la paz en Colombia. <i>Tema: Educación en humanidades</i>
Room 8	Sesión en chino
Room 9	Sesión en inglés: Interdisciplinary and Multidisciplinary Humanities
12:10-13:00	ALMUERZO
13:00-13:10	TRANSICIÓN
13:10-13:55	SESIONES PARALELAS
Room 1	Sesión de póster en inglés
Room 2	Presentación virtual en inglés
Room 3	Taller en inglés
Room 4	Taller en español Cine y conflicto armado en Colombia: Aproximación a la memoria histórica a partir del séptimo arte Jorge Martín Agudelo Ramírez, <i>Sala Civil del Tribunal Superior de Medellín, Universidad Autónoma Latinoamericana, Medellín, Colombia</i> <i>Resumen:</i> El trabajo encuentra en el cine el insumo principal para diagnosticar la memoria de un conflicto armado tan singular como el colombiano y hacer reconocimiento a los realizadores colombianos. <i>Tema: Estudios culturales críticos</i>
Room 10	Publish Your Article or Book with Common Ground
13:55-14:10	CAFÉ Y TRANSICIÓN
14:10-15:50	SESIONES PARALELAS
Room 1	Sesión en inglés: Approaches and Strategies to Second Language Learning
Room 2	Sesión en inglés: Addressing Social Issues: Literary Humanities
Room 3	Sesión en inglés: Exploring the Global Humanities
Room 4	Sesión en inglés: Writing, Reading, and Translating
Room 5	Sesión en inglés: Dynamics of Literary Devices
Room 6	Sesión en inglés: Social Health, Mental Health, Interpersonal Connections



JUEVES 6 DE JULIO

14:10-15:50	SESIONES PARALELAS
Room 7	Sesión en español: Literatura y cine Historia y espacio en la obra de Roa Bastos: Roa Bastos, su novela y la historia paraguaya: Estudio de Hijo de Hombre MSc. Fabiola Díaz Guevara, <i>Facultad de Leyes, Pontificia Universidad Católica del Ecuador, Quito, Ecuador</i> <i>Resumen:</i> El contexto es lo más importante en el trabajo literario: Roa Bastos describe la historia de su pueblo (Guerra del Chaco) a través de su novela Hijo de Hombre <i>Tema: Estudios literarios</i> La construcción psicológica del monstruo en la Literatura Juvenil fantástica del nuevo siglo: el caso de "A Monster Calls" de Patrick Ness Rocío García Pedreira, <i>Instituto de Ciencias de la Educación, Universidade de Santiago de Compostela, Betanzos, España</i> <i>Resumen:</i> En esta comunicación se analizarán los papeles que interpreta el monstruo en la novela juvenil "A Monster Calls" (2011) de Patrick Ness y las diferencias respecto a su adaptación cinematográfica. <i>Tema: Estudios literarios</i> Fronteras simbólicas: los poetas de Calkiní: Literatura maya yucateca contemporánea Dr. Oscar Ortega, <i>Facultad de Ciencias Antropológicas - Licenciatura en Literatura Latinoamericana, Universidad Autónoma de Yucatán, Mérida, México</i> <i>Resumen:</i> Descripción de los ejes temáticos y simbólicos entre la poesía maya yucateca contemporánea y la tradición de vanguardia española. <i>Tema: Estudios literarios</i>
Room 8	Sesión en chino
Room 9	Sesión en inglés: Critical Studies of Race
15:50-16:00	TRANSICIÓN
16:00-17:40	SESIONES PARALELAS
Room 1	Sesión en inglés: Educational Approaches and Strategies in a Knowledge Society
Room 2	Sesión en inglés: Writing the Nation
Room 3	Sesión en inglés: Global Studies
Room 4	Sesión en inglés: Critical Theory in the Humanities
Room 5	Sesión en inglés: Linguistic and Language Studies
Room 6	Sesión en inglés: Influence of Learner Characteristics on the Educational Process
Room 7	Sesión en español: Estudios cívicos, políticos y de la comunidad Fortalezas y debilidades en la respuesta de Costa Rica en temas migratorios: Caso de los africanos Est. Kevin J Yanes Quintana, <i>Carrera de Comercio y Negocios Internacionales, Universidad Nacional de Costa Rica, Paso Canoas, Costa Rica</i> <i>Resumen:</i> Con los procesos migratorios en latino américa, surgen problemas sociales que obligan a los estados a realizar regulaciones en las leyes migratorias e implica la protección de su soberanía. <i>Tema: Estudios cívicos, políticos y de la comunidad</i> Paisajes sublimes: la geografía de las religiones y el análisis de los paisajes en contextos seculares y de la crisis ambiental contemporánea: Santiago de Chile Dr. Abraham Gonzalo Paulsen Bilbao, <i>Instituto de Geografía, Pontificia Universidad Católica de Chile, Santiago, Chile</i> <i>Resumen:</i> El fenómeno de los templos y animas como expresiones de espacialidades religiosas y como éstas impactan en paisaje urbano, tomando como caso de estudio la ciudad de Santiago de Chile. <i>Tema: Estudios cívicos, políticos y de la comunidad</i> Una Metodología de acción participativa para el mejoramiento integral de los asentamientos informales en la Ciudad de Bogotá, Colombia Mg. Luis Alberto Quintero Vega, <i>Programa de Arquitectura, Universitaria Agustiniiana, Bogotá, Colombia</i> Jairo Quintero Martínez, <i>Departamento de Humanidades, Universitaria Agustiniiana, Bogotá, Colombia</i> Julio César Rodríguez García, <i>Departamento de Humanidades, Ciencias Sociales y Educación, Universitaria Agustiniiana, Bogotá, Colombia</i> Mg. Camilo Ernesto Hernández Mejía, <i>Universitaria Agustiniiana, Bogotá, Colombia</i> <i>Resumen:</i> El proyecto pretende elaborar una metodología que permita la lectura, socialización e intervención técnica y sociocultural en asentamientos informales de Bogotá, con la aplicación del método de investigación acción participativa. <i>Tema: Estudios cívicos, políticos y de la comunidad</i> Manual de competencias específicas del trabajador social en el sector salud con familia Dra. Dora Alicia Daza Ponce, <i>Facultad de Trabajo Social, Universidad Veracruzana, Poza Rica, México</i> <i>Resumen:</i> Como resultado de la investigación se presentara un manual de competencias específicas que describa las acciones que realiza el trabajador social en el sector salud con familia. <i>Tema: Estudios cívicos, políticos y de la comunidad</i>



JUEVES 6 DE JULIO

16:00-17:40	SESIONES PARALELAS
Room 8	Sesión en español: Adiciones tardías Alfabetismo Visual: Desarrollo de las competencias visuales para el aprendizaje de una lengua extranjera Mag. Vianey M. Nuñez, <i>Escuela de Literatura y Ciencias del Lenguaje Facultad de Filosofía y Letras, Universidad Nacional, Heredia, Costa Rica</i> <i>Resumen:</i> Esta propuesta correlaciona el desarrollo de las competencias lingüístico-culturales con la utilización de imágenes y otros estímulos visuales en el desarrollo de los contenidos curriculares en una clase de ILE. <i>Tema:</i> Estudios de comunicación y lingüísticos La Calle habla: Hacia una competencia comunicativa crítica desde el graffiti como discurso social y multimodal Mag. Ciro Leonardo Carrillo De la Hoz, <i>Facultad de Educación y Humanidades, Universidad del Bío-Bío, Chillán, Chile</i> <i>Resumen:</i> El presente estudio tiene por finalidad reflexionar críticamente, desde la didáctica de la lengua materna, utilizar el discurso social del Graffiti para trabajar la alfabetización visual, con textos multimodales. <i>Tema:</i> Educación en humanidades La Influencia de los contextos culturales y el nivel educativo sobre la argumentación socio-científica: Un estudio sobre explotación minera Prof. Mario Fernando Gutierrez Romero, <i>Facultad de Psicología, Pontificia Universidad Javeriana, Bogotá, Colombia</i> <i>Resumen:</i> Se analiza la influencia de los contextos culturales sobre la argumentación que justifica o rechaza la aprobación de un proyecto de explotación minera por parte de indígenas colombianos. <i>Tema:</i> Estudios culturales críticos La Distorsión del lenguaje: Nuevas formas de expresión cultural a través del periodismo ciudadano Dr. Daniel Barredo Ibáñez, <i>Escuela de Ciencias Humanas, Universidad del Rosario, Bogotá, Colombia</i> Dr. Daniel Javier de la Garza Montemayor, <i>Facultad de Ciencias Políticas y de Relaciones Internacionales, Universidad Autónoma de Nuevo León, San Nicolás de los Garza, México</i> <i>Resumen:</i> El periodismo ciudadano está transformando el lenguaje. En esta presentación exploraremos la distorsión de las formas debido a factores inherentes a la escritura digital. <i>Tema:</i> Estudios de comunicación y lingüísticos
Room 9	Sesión en inglés: Subjectivity, Identity, Difference

VIERNES 7 DE JULIO

VIERNES 7 DE JULIO	
8:30-9:00	MESA DE INSCRIPCIÓN ABIERTA
9:00-9:20	NOTICIAS DEL DÍA
9:20-9:55	SESIÓN PLENARIA EN INGLÉS - ANGUS PHILLIPS, DIRECTOR, OXFORD INTERNATIONAL CENTRE FOR PUBLISHING STUDIES, OXFORD, UK
	"Publishing: Trends and Transformations"
9:55-10:25	CAFÉ Y CONVERSACIÓN EN EL JARDÍN EN INGLÉS
10:25-12:05	SESIONES PARALELAS
Room 1	Sesión en inglés: Teaching and Learning: Critical Thinking and Interdisciplinarity
Room 2	Sesión en inglés: Addressing the Human Condition: Freedom, Escape, and Agency
Room 3	Sesión en inglés: Representations of the Other
Room 4	Sesión en inglés: Gender and Women's Studies
Room 5	Sesión en inglés: Governance and Social Breakdown
Room 6	Sesión de Libro en inglés: The Role of the Library
Room 7	Sesión paralela en español: Estudios de comunicación y cultura Territorialidad y frontera: Geografía del discurso del sector Comunicación e Información de la UNESCO Mg. Laura Domínguez García, <i>Departamento en Filología Inglesa, Francesa y Alemana, Universidad de Málaga, Málaga, España</i> <i>Resumen:</i> Territorialidad de la sociedad conectada. Análisis de términos geográficos empleados por el sector Comunicación e Información de la UNESCO en inglés, francés y español. <i>Tema:</i> Estudios de comunicación y lingüísticos Semiotica Urbana y Comunicación Mediática: Estrategias para reconocer la ciudad como signo Mag. Mireya Barón Pulido, <i>Facultad de Mercadeo, Comunicación y Artes Departamento de Comunicación Departamento de Investigación, Politécnico Gracolombiano, Bogotá, Colombia</i> Mag. Oscar Mauricio Pérez Fernández, <i>Facultad de Arquitectura, Universidad Gran Colombia, Bogotá, Colombia</i> <i>Resumen:</i> La propuesta expone los resultados de la investigación cualitativa que sugiere, mediante el diseño de una estrategia multimedia interdisciplinaria (comunicadores y arquitectos), la semiosis del citybranding de Bogotá y Medellín. <i>Tema:</i> Estudios de comunicación y lingüísticos El Aprendizaje del inglés como segundo idioma en un ambiente no formal: Estudio de caso de una estudiante española con una profesora de Costa Rica en España Prof. Vera Madrigal, <i>Escuela de Literatura y Ciencias del Lenguaje, Universidad Nacional de Costa Rica., Universidad Nacional, Heredia, Costa Rica</i> <i>Resumen:</i> La enseñanza del inglés no formal promueve la comunicación auténtica y propicia un entorno de aprendizaje continuo a través de un enfoque alternativo que fomenta la empatía e intercambio cultural. <i>Tema:</i> Estudios de comunicación y lingüísticos Los Frontispicios de la amistad entre Azara y Bodoni: Evolución del libro bodoniano desde el Mengs menos neoclásico Mg. Noelia López Souto, <i>Instituto de Estudios Medievales y Renacentistas, y Humanidades Digitales, Universidad de Salamanca, Salamanca, España</i> <i>Resumen:</i> Con textos inéditos y relacionando el libro con otras teorías neoclásicas de las artes, se estudia la determinante influencia estético-editorial de Nicolás de Azara en la evolución del libro bodoniano. <i>Tema:</i> Libros, edición y bibliotecas
Room 8	Sesión en chino
Room 9	Sesión de Libro en inglés: The Publisher is Dead; Long Live the Publisher!
12:05-12:55	ALMUERZO
12:55-13:40	SESIONES PARALELAS
Room 1	Sesión de póster
Room 2	Discusiones enfocadas de Humanidades (inglés y español) La Civilización Británica para hablantes de lengua extranjera: La civilización: Percepción y producción en lengua extranjera Claudia Lombana, <i>Universidad Nacional de Colombia, Bogotá D.C., Colombia</i> <i>Resumen:</i> Aspectos de las humanidades en un curso de Civilización para un programa curricular de lengua extranjera en Colombia. Contenido complejo sociocultural, político, y de instituciones en lengua extranjera (inglés). <i>Tema:</i> Estudios culturales críticos
Room 3	Taller en inglés
Room 4	Taller en inglés
Room 5	Escaparate de innovación de Libro en inglés
Room 6	Discusiones enfocadas de Libro (inglés y español) La Contribución de la sociedad civil al fomento de la lectura y el apoyo de la Universidad Dr. Francisco M. Carrisondo Esquivel, <i>Facultad de Filosofía y Letras, Universidad de Málaga, Málaga, España</i> Dr. Raúl Cremades García, <i>Departamento de Didáctica de las Lenguas, las Artes y el Deporte. Facultad de Ciencias de la Educación, Universidad de Málaga, Málaga, España</i> Dra. Susana Guerrero Salazar, <i>Facultad de Filosofía y Letras, Universidad de Málaga, Málaga, España</i> <i>Resumen:</i> Análisis y reflexión de los beneficios de la colaboración institucional para el fomento de la lectura: el caso de la Fundación Alonso Quijano y la Universidad de Málaga (España). <i>Tema:</i> Libros, edición y bibliotecas
Room 7	Taller en español Evaluación de webs de bibliotecas escolares Dr. Raúl Cremades García, <i>Departamento de Didáctica de las Lenguas, las Artes y el Deporte. Facultad de Ciencias de la Educación, Universidad de Málaga, Málaga, España</i> <i>Resumen:</i> Taller de evaluación de la presencia digital online de bibliotecas escolares reales según dos instrumentos de análisis complementarios creados por Cremades en 2013 y por González y Faba en 2014. <i>Tema:</i> Libros, edición y bibliotecas
13:40-13:55	CAFÉ Y TRANSICIÓN



VIERNES 7 DE JULIO

13:55-15:10	SESIONES PARALELAS
Room 1	Sesión en inglés: Teaching with the Literary Humanities
Room 2	Sesión en inglés: Psychoanalytical Criticism and Literature
Room 3	Sesión en inglés: Language Learning and Global Education
Room 4	Sesión en español: Mujeres en las humanidades La Mujer Salvaje: Un análisis de los personajes femeninos en la narrativa de Isabel Allende Dr. Mirta R. Zidovec, <i>Languages Humanities & Philosophy, Florida State College at Jacksonville, Jacksonville, Estados Unidos</i> Resumen: Los personajes femeninos de Isabel Allende presentan características típicas de la Mujer Salvaje que deben ser reprimidas de acuerdo a las exigencias de la sociedad patriarcal. Tema: Estudios literarios Interseccionalidades y autonomía en la obra teatral de la mexicana Conchi León Dra. Ileana Azor, <i>Coordinadora de posgrados. Escuela de Artes y Humanidades Universidad de las Americas, Puebla, Universidad de las Americas, Puebla, México</i> Resumen: Los múltiples ejes que conforman la "identidad interseccional" y la "autonomía" que atraviesan la obra de la yucateca Conchi León, a partir de dos de sus textos. Tema: Estudios literarios
Room 5	Sesión de Libro en inglés: Feminist Connections in Press: Publishing Activism
Room 6	Sesión de Libro en inglés: Collections and Acquisitions
Room 7	Sesión de Libro en inglés: Publishing and Book History
Room 8	Sesión de Libro en inglés: New Dynamics in the Digital Age
Room 9	Sesión de Libro en inglés: Literacy, e-Learning, and e-Reading
Room 10	Sesión en inglés: Civic, Political, and Community Studies
15:10-15:20	TRANSICIÓN
15:20-17:00	SESIONES PARALELAS
Room 1	Sesión en inglés: Education Reform and Knowledge Production
Room 2	Sesión en inglés: Communication Studies
Room 3	Sesión en inglés: Politics, Technology, Globalization
Room 4	Sesión en inglés: Philosophy and the Humanities
Room 5	Sesión de Libro en inglés: Feminist Connections in Press: Authors, Readers, and Reviewers
Room 6	Sesión de Libro en inglés: Future Directions of Libraries
Room 7	Sesión de Libro en inglés: Literary Critiques and Analysis
Room 8	Sesión de Libro en inglés: Book Publishing Industry
Room 9	Sesión de Libro en inglés: Dynamics of Reading, Writing, Literacy, and Learning
Room 10	Sesión en inglés: Feminist Approaches
17:00-18:00	RECEPCIÓN DE CLAUSURA Y ENTREGA DE PREMIOS



第十五届 人文科学国际会议

知识社会的人文科学新方向

New Directions of the Humanities in a Knowledge Society

2017年7月5-7日 | 伦敦帝国学院 | 英国伦敦 | TXRENWENKEXUE.ORG





敬爱的人文科学会议参会者，

欢迎您来到今年在伦敦举行的第15届人文科学国际会议。人文科学学术社群所包含的年度会议、期刊与专书系列的创立目的即是为了探索人文领域中既有的传统，同时也是为了探索创新实践法继而得以设立一个崭新的未来章程。

首届人文科学国际会议在2003年于希腊罗德岛的雅典大学举行，至此之后人文科学国际会议在全球不同大陆以及不同国家举行，每次会议皆引出关于人类现况与人文研究的独特观点。自2003年起，会议曾经在2004年于意大利普拉托的莫纳什大学、2005年于英国的剑桥大学、2006年于突尼西亚的迦太基大学、2007年于法国的巴黎美国大学、2008年于土耳其伊斯坦布尔的法提赫大学、2009年于北京友谊宾馆、2010年于美国加州大学洛杉矶分校、2011年于西班牙格拉纳达大学、2012年于加拿大蒙特利尔中心、2013年于匈牙利布达佩斯的罗兰大学、2014年于西班牙马德里的圣巴布罗大学、2015年于加拿大温哥华的不列颠哥伦比亚大学、2016年则于美国的伊利诺伊大学芝加哥分校举行。同时在这里我们也很荣幸的宣布，下届的人文科学国际会议将在2018年7月5-7日于美国宾州大学举办。

会议相对起来是一段较短暂的时光：我们在会期中进行对话并受到启发，但这些谈话终究将随着时间淡去。这个学术社群支持各类型的出版模组就是为了能够将这些对话捕捉，并将其转化成正式化的知识产物。我们非常鼓励您提交您的研究作品至人文科学期刊系列。同时也鼓励您提交专书提案到人文科学专书系列。

同心学术联合会偕同我们的编辑以及学术社群合作伙伴合作一同策划组织人文科学学术社群。成立于1984年，同心学术联合会会致力于建立新型的学术社群，使用创新的媒体与前瞻性的思考，面对当代的一些关键挑战，同心学术联合会建立了学术社群，以横向的方式跨越传统的知识分类结构。可持续发展、多样文化、教育、人文科学的发展与未来、跨学科的本质、艺术在现代社会的地位、科技与知识的联系、高校的角色转变等，这些都是当前重大的时代问题，而我们需要通过跨学科的思维、国际化的交流，以及跨组织的合作来回答这些问题。

同心学术联合会是一个能让人们、想法与对话聚集的场所。但壮大思想版图并不是指在不同学科间寻找共同点，而是让这些跨学科思想在一个共享的场域不断地被挑战与检验，最终达到共识与联结。这种挑战与检验需要用不同视角、不同的研究方法，聚集来自不同地区、拥有不同工作、不同知识背景、不同经历和文化背景的思想者，在这种交流环境中能够有效的激发思想活力，营造和谐的学术氛围，促进学术和社会的长足发展。同心致力于创造这样的学术交流互动的平台与空间，为社会创造更加美好的未来。

我们非常感谢各位为了这个会议作了准备。我个人在这里也要特别感谢为这个会议付出诸多努力的同心学术工作人员：Grace Chang、Julia Lin、Megan Welter、Caitlyn D'Aunno 以及Jessica Wienbhold-Brokish。

我祝福您在这个会议中一切顺利，并希望会议能提供您各种与来自世界各地的同行学者对话的机会。我们也期待能在2018年7月5-7日于美国费城的人文科学国际会议再次与您相会！

敬祝 安好

菲利普·卡兰提斯-科普 博士
同心学术联合会，首席社会研究员



我们的任务

同心学术联合会的主要目标旨在透过创造知识协作的环境，以及向世界传布这些知识来促进人们的参与度。藉由我们的学术会议、同行审查期刊、专书以及创新软件，我们建造变革性的知识社群，并提供多个平台来进行有意义的跨媒介互动。

我们的使命

传统人类知识传承常以学科、专业学会、组织、国家的纵向体系来划分。然而当代知识发展的趋势要求我们进行横向的知识传播，面向这一时代问题，同心学术联合会建立知识社群，以横向、跨学科、跨组织、跨文化与国家的方式传播知识。可持续发展、多样文化、教育、人文科学的发展与未来、跨学科的本质、艺术在现代社会的地位、科技与知识的联系、高校的角色转变等，这些都是当前重大的时代问题。同心学术联合会便是这些对话的交集点，不论是不同的视角、不同的研究方法，聚集来自不同地区、拥有不同工作、不同知识背景、不同经历和文化背景的思想者，我们提供共享的空间让不同的意见能相遇并连接。同心致力于创造这样的学术交流互动的平台与空间，为社会创造更加美好的未来。

我们的媒体

同心学术联合会议多种不同的机制和媒体来创造并支援我们的知识社群。在世界各地举行年度会议，连接全球（国际参会者）与地方（主办地的学者、实践者与社群领导人）。会议包含多种演讲类型旨在鼓励所有的参会者能投入、互动与贡献。通过创新的提交、同行审查与出版模式，我们的期刊与专书系列提供一个健全的审查制学术出版管道。各个知识社群也在网路有一定的曝光度——在我们的视频网站发表演说、每月的时事通讯、以及社交媒体。而同心学术联合会的出版软件，Scholar学者平台，让使用者在线上讨论与交流，同时也是文字与多媒体创作、评价和传播的开创性网络平台。

人文科学学术社群

**New Directions in the Humanities
Research Network**

探索人文科学的既定传统并设立崭新的未来章程



人文科学学术社群是基于学者对人文科学的热忱以及对其之未来展望而形成。学术社群是建立于一个创新的、面对面的年度会议，加上全年无休的网上交流平台、一系列的同行审查期刊和专书系列——探索各种有潜力的新媒体。

会议

人文科学国际会议有四大特色：国际性、跨学科性、开放性和互动性。会议代表不仅包括不同人文科学领域内的顶尖学者，也包括学术新秀。他们来自世界各地、代表不同的学科、拥有不同的研究视角。多种多样的发言方式让与会代表能够通过多种途径参与相关议题的讨论，并与来自不同文化背景与学科的研究者建立联系。

出版

人文科学学术社群为成员提供两种发表平台。第一，成员可以在我们的“人文科学期刊系列”上发表文章。不同于传统的学术发表过程，我们的期刊建立在回应式的、非科层化的、建设性的同行评议基础上。为保障期刊文章的质量，人文科学期刊系列采取双边匿名评审制度。第二，成员可通过人文科学专书系列发表其前沿性的研究，出版形式包括电子版和印刷版。欢迎您随时向我们提交提纲和书稿。

学术社群

同心人文科学学术社群为成员提供多种交流的方式。任何成员都可以在我们的YouTube频道中上传视频介绍您的研究。每季度的email时事通讯推送，向您通告最新的会议和出版动态以及业内的相关要闻。您也可以关注我们的社群网络如微信、Facebook、Twitter等参与互动讨论，或者探索同心学术自有的“Scholar学者平台”。



搜寻拓展人文学的研究范围的方法，并通过文化研究创造一个更广大的讨论空间。

研究人类交流与传播的形式与效果

分析文学作品与写作实践法，无论是为了稳固作品的传统性与体裁根基，或撼动既有的表达形式与文化背景。

主题一：批判性文化研究

- 研究学术学科的批判性观点；传统学科是如何回应、又是如何持续地回应当今社会中人与人、人与社会、人与科技以及人与环境之间的关系转变。
- 探讨思考模式、概念性架构和研究方法的变化。
- 提出人文科学研究的新方向
- 跨学科与多学科的人文科学
- 人文科学与其他知识领域（科技、科学、经济）的关系
- 创造知识：人文科学研究
- 主观与客观、真理和相对论
- 哲学、意识与意义的内涵
- 地理与考古学观点对于人类定位与迁移的观点
- 古往今来的人类与人文研究
- 人文科学的未来

主题二：传播与语言学研究

- 人类通过艺术、媒体、科技、设计的交流与表达
- 人类互动的交流传播
- “信息社会”中的新媒体、新信息、新意义
- 语言与文化多样性：本质与意涵
- 语言动态：英语全球化、多语化、濒危语言与语言复兴

分主题三：文学与人文

- 了解概念性架构、学习与阅览的方法在不同时空之下的变化。
- 文学分析中的批判；批判的角色；批判的不同观点
- 概念性架构（现代、后现代、新自由主义，殖民主义，后殖民主义等）
- 文学作品：国际化、全球化和离散化
- 文学作品形式（小说、诗歌、戏剧、纪实作品）
- 文学作品的媒体形式：摄影、电影、视频、网路
- 文学作品的特性与差异性





人文科学中的社会研究：当人文科学遇上“社会科学”。

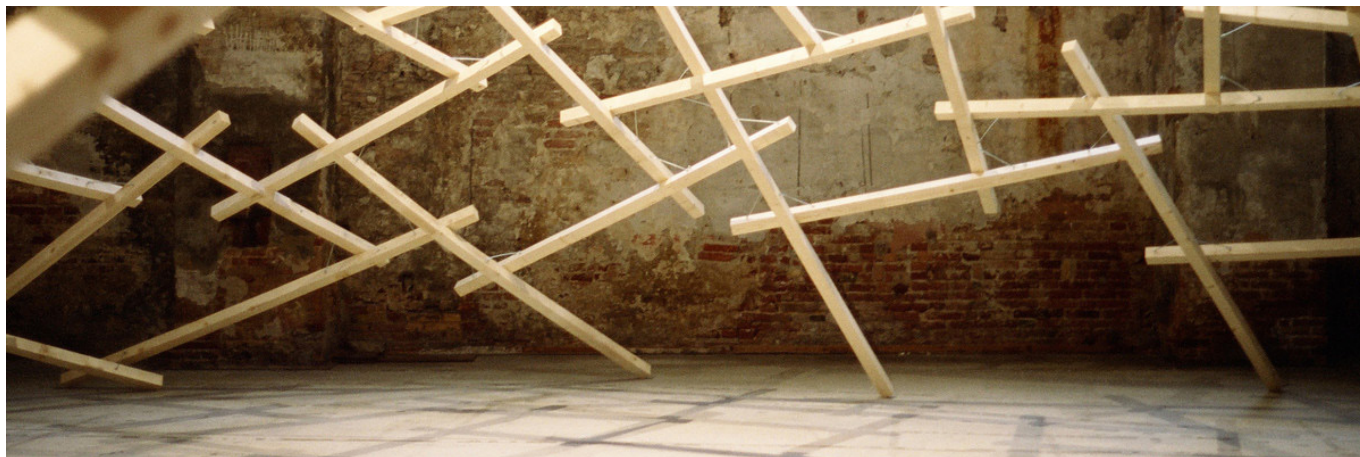
主题四：公民、政治与社区研究

- 隶属关系和隶属机构，以及两者关系对文化或其他文化的影响
- 政策、国家治理与人民管理的议题是如何影响一个或多个国家。
- 全球化时代中人类的景况
- 人类社会的结构：家庭、机关、团体、国家与社会
- 人类的表达方式：价值观、态度、性格、感情
- 人类的差异性：性别、性向、家庭背景、种族、民族、阶级、能力（失能）
- 相契性：公民与其他形式的依附
- 全球化与负面影响
- 多元化：地区与全球的关键话题
- 文化多变的特性移民、难民、少数民族与散居者
- 国际化主义、全球化主义、多元文化主义、都会化主义
- 人权
- 暴力与和平
- 治理与政治

人文科学与人文社会科学理论与实践法的教学方法。概括性与特定学科的教学法。

主题五：人文教育

- 概括性与特定学科的教学法
- 语言学习和语言教学
- 新语言习得（包含第二外语教学、多语学习）
- 专业发展与师范教育
- 学习者特性对于教育过程的影响
- 新人文科学的教育



知识社会的人文学新方向

人文学的学科主线是立基於认识“知”的过程。但并不是泛指所有的学习过程，主要是去了解身为人类的“我们”是什么？我们的缺陷、抱负、人与人之间的差异、以及与他人之间的链接为何？当今社会被数字科技主导与定义，在知识社会的理想和现实架构之下，人文科学已建立的传统以及创新实践法要如何订立一个新的未来章程？又会如何挑战知识社会的意义、目的与结果？人文学者在此番变革中又要担当什么角色？学术界的研究与思想要如何化为日常生活的行动？



人文-科学-科技

西方对于科技-科学 (techno-science) 一词的基础是来自希腊文中的“*techne* (艺术、技艺)”，等同于拉丁文的“*ars* (艺术、技艺)”。然而科技科学在当代的含意变得较为狭隘，通常单指某一种形式的技术。这个结果导致科技科学的“去人性化”，变成一个极度追求理性与实用性的程序。然而，无论是希腊文的*techne*或拉丁文的*ars*，都有艺术、工艺与科学的涵义，泛指牵涉到实作（应用技术、使用工具）与论证（了解自然界与物质运作的原理）的实践性智慧。这些技艺是人类生存的重要手段，为人类带来了其他物种没有的能力：审美观（一般我们了解的“艺术”）、人文价值的浸透，以及实践技术。

在这个时代，我们需要重新定义“科技科学”。新科技和信息科学其实结合了大量的人文思想，举例来说：以人为本、强调操作性的设计；富有视觉美感的页面设计；搜索词与标签的语言游戏；语义网的命名规则和本体论；新媒体的信息架构；信息混搭的取得性和操作性使得人类的智慧产出达到前所未有的整体化；以及使上述这些技术能成真的高度成熟的程式码。然而在这些新科技带给人们无限的希望时，也隐藏着危机：譬如生物医学和生物科技导致的伦理问题，以及自然界的永续性等议题。

人文-经济-商业

让我们再一次由文字的根本意涵谈起：希腊文中的“*oikonomi* (经济)”或拉丁文中的“*oeconomia* (经济)”于今大部分被较狭隘的解释为“商业生产 (econo-production)”。在现代社会中，“经济”和“生产”大多与有偿工作、服务或商品的生产与发布、市场贸易等活动相联。然而，由辞源学来看，我们可以发现经济一词其实代表更广的含意，是指在家庭中（希腊文的“*oikos*”代表家庭；“*nemein*”代表管理）与工作场合中，以满足人类需求为目的的集体工程。而“节约” (thrift或economizing) 也不仅是代表着看守财物底线，而是指人类精力与自然资源的养护与保存。

比起过往，当今社会人类的问题更多是来自经济生产活动，这些问题与人类的利益、需求和目的紧密的相连。若我们能由人文和全新的观点来看待这些议题，或许能够缓解当今社会中全球化经济与“知识经济”的所造成的棘手问题。



人文科学的本质与目的

在教育界和学术界以外，人文科学常被批评者认为过于深奥或不着边际。比起科技科学或经济生产，人文科学看似没有什么实际的“价值”。

事实上，人文科学是关于文化、地区、时间、主观性、意识、意义、传播与革新的学科，有什么学科能比研究这些与我们生活息息相关的主题更实际呢？这些学科包含人类学、考古学、艺术、传播、文化研究、地理、政府、历史、语言、文学、媒体研究、哲学、政治、宗教与社会学等。社会科学和社会服务通常被认为是与人文科学相近的主题，但人文科学甚至有更广大的范畴，有时社会科学与社会服务也被认为是人文科学的领域之一。

在这个广大的范围之下，同心学术联合会会的人文科学国际会议、期刊系列、专书系列和学术社群有两个主要关注焦点：

跨学科：人文科学是一个需要透过不同领域对知识论的定义、观点和内涵相互交流激荡来进行学习、反思与行动的学术领域。

全球化和多元化：人文科学是一个深入探究人类历史、思想与经验变迁，以及讨论全球化当代悖论的领域。这个特性改变了早期人文科学仅单一探讨人道主义本质的思考模式。

人文科学进入了如此不稳定的环境中，这样的环境将需要更多更深度的对话，人文科学也因而得以发光发热。或许在如此着重深度讨论的时代之下，能突破局限于科技科学与经济生产的知识系统。

同心学术联合会的人文科学国际会议、期刊、专著与学术社群的主题范围可广可精，无论探讨的范畴与主题为何，主要的焦点是重新定义人文与人文科学的实践。在理性主义主导之下，人文主义被推至不受重视的角落。在务实与重建的两个重要理由之下，人文科学必须重新开启的对话，探讨人类的根本性问题。



关于

人文科学学术社群乃是由独立、同侪领导的学者、研究者与实践者群体共同建立与当代社会关键议题相关的知识体，我们将焦点聚集在学界和社会影响力的交汇点。人文科学学术社群将跨学科、国际化的观点带入领域中新兴发展议题的讨论，包含研究、实践、政策与教学。

会员福利

作为人文科学学术社群的一员，您能够取得不同的工具与资源来协助您的作业：

- 一年的电子版人文科学期刊系列取用权
- 一年的电子版人文科学专书系列取用权
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- 参与同行审查的过程，并在审查超过3篇文章后与期刊与网站中被列名致谢。
- 订阅时事通讯，及时获得学术社群中最新的消息以及公告。
- 可选择将演讲视频上传至社群的视频网站
- 免费使用Scholar学者平台，包含：
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在会议中报告并参与

您已经通过参加这个会议而参与了学术社群的活动，在会议中演讲并与其它参会者面对面的互动。我们希望这个经验能针对您当前的作品提供无价的反馈，甚至为您将来的个人或集体计划种下种子，以及与社群的同行们开启持续性的交流对话。

出版期刊文章或专书

我们非常鼓励您提交一篇文章进行审查并出版至期刊中。如此一来，您可以将您在会议中演讲的研究成果与其它参会者以及社群其他成员分享。作为社群的成员，您也会被邀请为其他人作品的审查者、为学术社群的发展做出贡献。作为会员的另一项好处是您可以取得过期或当期的电子版期刊或专书。我们也非常鼓励您提交专书提案。

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您能通过数种方式与社群中的同侪建立联系：



电子时事通讯：每月发出，当中包含会议和出版的相关信息，以及社群成员可能感兴趣的界内信息。若想建议相关的新闻或连接，欢迎发送email至 support@thehumanities.com，标示“Email Newsletter Suggestion”。



Scholar学者平台：同心学术联合会开创性的平台，连接世界各地的学术同行，提供一个能探讨严肃话题以及展示学术作业的空间。



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YouTube视频网站频道：收看演讲视频，或贡献您个人的演讲视频，网址：<http://cgnetworks.org/support/uploading-your-presentation-to-youtube>。



咨询委员会的主要任务是主导人文科学学术社群知识体方向，并根据领域内的当代潮流对社群的关注议题提供建议，咨询委员会每年将被邀请至会议，并对会议发展提供重要的见解与意见，例如推荐大会讲者、会议举办地以及年度特别主题。我们也鼓励咨询委员提交文章至人文科学期刊系列以及专书提案或手稿至人文科学专书系列。

人文科学学术社群感谢以下长期提供服务与支持的业内顶尖学者与实践者。

- **David Christian**, San Diego State University, San Diego, USA
- **Joan Copjec**, Brown University, Providence, USA
- **Mick Dodson**, Australian National University, Canberra, Australia
- **Oliver Feltham**, American University of Paris, Paris, France
- **Hafedh Halila**, Institut Supérieur des Langues de Tunis, Tunis, Tunisia
- **Souad Halila**, University of Tunis, Tunis, Tunisia
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- **Juliet Mitchell**, Jesus College, Cambridge University, Cambridge, UK
- **Tom Nairn**, Durham University, Durham, UK
- **Nikos Papastergiadis**, The University of Melbourne, Melbourne, Australia
- **Fiona Peterson**, RMIT University, Melbourne, Australia
- **Scott Schaffer**, University of Western Ontario, London, Canada
- **Jeffrey T. Schnapp**, Stanford University, Stanford, USA
- **Gayatri Chakravorty Spivak**, Columbia University, New York City, USA
- **Cheryl A. Wells**, University of Wyoming, Laramie, USA
- **Zhang Zhiqiang**, Nanjing University, Nanjing, People's Republic of China

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由同心学术联合会的软件团队所开发，Scholar学者平台连接世界各地的学术同行，提供一个能探讨严肃话题以及展示学术作业的空间。

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1. 通过链接<http://cgscholar.com>，进入点选” Create an Account “之下的 [Sign up]
2. 输入您的 “blip” （用一句话描写你自己）
3. 点击YOUR COMMUNITIES标签（画面左上）之下的 “Find and join communities”
4. 搜寻并加入一个现有社群，或创建一个新社群

数字学习平台

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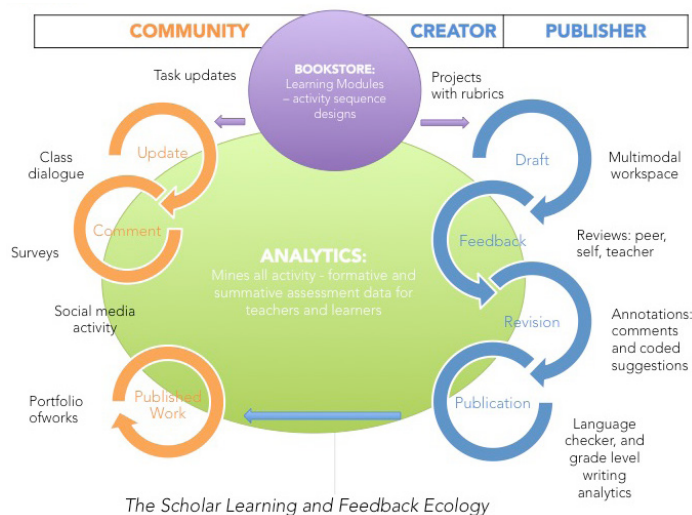
Scholar学者平台是一个改变传统教学互动模式的知识社交平台，其将学生置在教学过程中主要地位，使他们成为知识创造者而非被动的知识接受者。Scholar学者平台鼓励利用多样化资源来刺激创作与分享知识，而不是让学生单纯的把教授给他们的知识背诵下来。

Scholar学者平台能回答根本的学生或教师评价问题，像是“我表现得如何？”传统的教学评价模组一般在较后期才回答这个问题，或者回答的方式不够清楚或全面，所以不足以帮助提升往后的表现。

这是一个同心学术和伊利诺伊大学教育学院合作研究与开发计划，Scholar学者平台包含学术社群空间、多模态网上写作空间、促进同行审查的形成性评估环境、以及集合机器与人类提供的形成性与总结性写作评估数据的仪表板。

以下的Scholar学者平台的功能仅提供给学术社群会员。若您参加了同心学术的会议，且希望能获得免费的教育者帐户，请联系support@cgscholar.com。

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- 创造并分发调查
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索引状态

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Literary Reference Center Plus (EBSCO)
Modern Language Association
Political Science Complete (EBSCO)
Scopus
The Australian Research Council (ERA)
Ulrich's Periodicals Directory

创立年:

2003

发行频率:

Quarterly (March, June, September, December)

受稿率:

30% (2016)

学术社群网:

txrenwenkexue.org

网络书店:

ijh.cgpublisher.com

关于

人文科学期刊系列探讨的议题包含了广泛与推理性的，以及微观与实证性的。然而，此期刊系列最主要的关注点在于重新定义我们对人类的了解，并树立人文科学的学科研究与实践例证。在这个理性主义主导的时代，时常将人文科学导向了较不令人满意的境地。这个期刊重新开启了对人类的问题的讨论——是为了实务性的和救赎性的考量。

人文科学期刊系列与大范围的人文科学学科、研究生、教育者——无论是中小学校、大专院校和进阶教育——任何关注和投入人文科学研究都相关联。

所有人文科学期刊系列的所有出版文章皆是经过同行审查，由严谨的标准参考模型来给与文章评分和质化反馈，以确保期刊所出版的研究皆为有意义和高质量的知识作品。

期刊系列总编



Asun Lopez-Varela, 西班牙马德里康普顿斯大学

论文审查者

发表在人文科学期刊系列的文章将先经过同行评议，进行同行评议的学者皆是在学术社群的活跃成员。评审者大多曾参与过同心学术联合会的会议、曾投稿于同心学术的期刊或是经过同心团队筛选过、自愿参与同行评审的学者。同心学术的期刊系列鼓励学术社群成员的大量参与，并采取协同合作和根据标准审议流程的出版模式，此特点使得人文科学期刊系列的同行评审过程有别于其他阶级式、以主编辑为中心的同行审议模式。人文科学期刊系列的评审者是根据其学术专长与兴趣来媒合审议的文章。这些评审者所提出的回馈与出版建议对知识传播贡献甚巨，所以该评审者将在其所审议的文章所刊当期的最后一卷被列名鸣谢。



人文科学国际期刊 Ren Wen Ke Xue Guo Ji Qi Kan

ISSN: 2573-5195 (纸本) | 2573-5209 (电子版)

简介：人文科学国际期刊是人文科学期刊系列的中文姐妹刊，旨在提供中文学者连接国际学术群体的平台，我们鼓励中文学者提交中文论文，并将文章翻译后发表至对应的国际学术英文期刊中。此外，我们也将遴选经典的英文论文，翻译成中文后发表之中文期刊中，实际达到国际化的学术交流目标。



The International Journal of the Humanities: Annual Review

人文科学国际期刊：年度回顾

ISSN: 1447-9508 (纸本) | 1447-9559 (电子版)

DOI: 10.18848/1447-9508/CGP

索引状态：Humanities International Index (EBSCO), Humanities International Complete (EBSCO), Humanities Source (EBSCO), Humanities Source International (EBSCO), Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory, 中国知网(CNKI Scholar)

简介：人文科学国际期刊：年度回顾旨在建立一个可供参考的知识架构，并能够支持学者们以跨学科的视角，针对当今与未来的人文科学学进行交流。收录在此概观性期刊的作品大多为我们向作者邀请的稿件，以及从其他专题期刊中挑选出的顶尖文章。



The International Journal of Civic, Political, and Community Studies

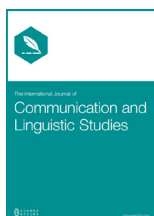
公民、政治与社会研究国际期刊

ISSN: 2327-0047 (纸本) | 2327-2155 (电子版)

DOI: 10.18848/2327-0047/CGP

索引状态：Political Science Complete (EBSCO), Scopus, Ulrich's Periodicals Directory, 中国知网(CNKI Scholar)

简介：公民、政治与社会研究国际期刊广邀关于公民，政治和社会实践的理论及案例研究。



The International Journal of Communication and Linguistic Studies

传播与语言研究国际期刊

ISSN: 2327-7882 (纸本) | 2327-8617 (电子版)

DOI: 10.18848/2327-7882/CGP

索引状态：Communication Source (EBSCO), Scopus, Ulrich's Periodicals Directory, 中国知网(CNKI Scholar)

简介：传播与语言研究国际期刊对人类的交流传播投入积极的研究，从象征性的符号代表到外显表现的传播与信息解析等。



The International Journal of Critical Cultural Studies

批判文化研究国际期刊

ISSN: 2327-0055 (纸本) | 2327-2376 (电子版)

DOI: 10.18848/2327-0055/CGP

索引状态: Scopus, Ulrich's Periodicals Directory, 中国知网(CNKI Scholar)

简介: 批判文化研究国际期刊旨在了解文化生产之下的社会、政治与思想条件, 并提供媒体、身分认同、政治与文化传播研究一个广大的发展空间。



The International Journal of Humanities Education

人文教育国际期刊

ISSN: 2327-0063 (纸本) | 2327-2457 (电子版)

DOI: 10.18848/2327-0063/CGP

索引状态: Scopus, Ulrich's Periodicals Directory, 中国知网(CNKI Scholar)

简介: 人文教育国际期刊旨在研究人道教育与学习, 以及人文精神的教育与学习。包含教育实践中的众多领域, 如文学、语言、社会学习与艺术。



The International Journal of Literary Humanities

文学人文国际期刊

ISSN: 2327-7912 (纸本) | 2327-8676 (电子版)

DOI: 10.18848/2327-7912/CGP

索引状态: Fuente Académica Plus (EBSCO), Scopus, Ulrich's Periodicals Directory, 中国知网(CNKI Scholar)

简介: 文学人文国际期刊旨在研究文学的实践法, 并希望能动摇既有的表现形式与传统的释义方式。



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1. 提交您的会议演讲提案
2. 一旦您的会议演讲提案被大会接受，您可以将论文全文提交给cgzh@cgnetworks.org。您可以在会议前或会议结束之后任意时间提交您的论文。
3. 一旦收到您的文章，编辑团队将根据投稿的基本要求检查稿件，一旦您的文章通过初步的编辑检查、作者的个人信息在文章内文中妥善的被移除之后，该文章将会根据主题指派两名同行审查者。
4. 当两名审查者将审查意见缴回、编辑团队将审稿报告中审稿者的个人信息妥善删除后，您会通过电子邮件收到审查结果报告。
5. 若您的文章被接受，您将需要签署同意出版协议，并将最终确认稿交给执行编辑。若您的文章收到“修改后接受”的结果，您将会被要求提交一份经过修改的稿件以及修正注记，解释您在何处根据了审稿者的意见来修改。若您的文章被拒绝，您可以在附上修正注记后重新提交一次，并由新的审稿者进行审查。
6. 无论是一开始就被接受或修改后接受的文章，一旦我们收到您的最终稿，我们的出版团队会给您准备出版的稿件给您进行最终确认。这个最终审稿是为了检查文章是否正确的使用芝加哥引用格式（第16版），以及确认您根据审稿者意见所进行的修改是否恰当。最终审稿完成后，您的文章会送至排版与校稿，并会在出版之前发给您做最终确认。
7. 单篇的文章一旦完成上述的程序，将会附上完整的引用文献以“网上抢先版”在同心学术联合会的网上书店出版。完整的卷期将会按照预定的出版时程发表。

出版时程

您可以在一年之中的任何时间向我们提交稿件。以下为各期对应的建议提交时程：

- 第一轮 - 1月15日
- 第二轮 - 4月15日
- 第三轮 - 7月15日
- 第四轮 - 10月15日

注意：若您的文章是在该卷截止日之后提交，该文章被送至下一年度的卷期审议。因此，越早提交您的文章便可尽早开始同行评阅的过程。由于同心学术采取“网路抢先版”，若您提早交件，即便该卷期还未正式出版，该文章还是能提早在网路上发表。



混和式开放获取

所有的同心学术期刊皆提供开放获取的出版选项。此种混合式的开发获取期刊已成为许多高校与知名商业出版社的出版选项之一。

混合式开放获取意味着我们出版的文章中，一部份的文章仅能由付费的订阅者取用，而另一些文章则能够在网上被所有人免费取用下载。作者能够支付一笔额外的费用使自己的文章以开放获取的方式出版。某些作者可能是因为研究经费的发放机构要求而必须以开放获取出版文章，也可能是希望自己的文章能被非付费的订阅者免费取用。

同心学术联合会的开放获取选项是以每篇文章250美元收费——比起许多提供混合型开放获取活全开放获取的出版机构是十分合理的价格。我们的电子版文章一般仅能通过个人或机构订阅、或以一篇5美元的价格取得。若您选择将文章以开放获取选项出版，代表所有读者皆可上网免费下载。

当您作品发表至同心学术联合会的期刊中，您的文章已经能够被上千名同心学术期刊的订阅者与机构所取用。然而，公开取用将使您的作品被更多的读者看见，使您的研究散布到更多的地方，并增加文章被其他学者引用的机会。

机构公开获取

同心学术联合会在此提供创兴的学术出版模式——机构开放获取。

一个机构在支付一笔年费后，该机构中的学生或教职人员能以公开获取的方式在我们的期刊中出版一定数量的文章。这些文章能够在网上免费公开的让全世界的读者取用。通过机构开放获取，作者不需以单篇文章为单位来支付开放获取费用，而是由机构支付年费让其学生和教职员每年出版一定数量的开放获取文章。

此种出版选项的另一项好处是：该期刊文章的所有权仍保留在该机构手中。作者与该机构皆能自由的在任何地方分享最终版本的文章，包含机构知识库、个人网页、私人或公开取用课程教材等。我们的机构公开获取选向支持SHERPA/RoMEO的最高授权层级：绿色（代表我们允许作者将刊前版本及刊后版本自我典藏。）

更多关于文章开放获取，或机构开放获取，请联系我们的支援团队support@cgnetworks。



学术社群成员与个人订阅

所有的注册参会人员皆有一年的人文科学期刊系列电子板期刊取用权，此种个人订阅帐户可供您取用该期刊系列中所有当期和过期的文章。免费取用权的有效时间将从注册当天开始，直至下一年度的会议结束为止。在那之后您可通过付费取得订阅权。

期刊订阅

同心学术联合会提供纸本以及电子版期刊订购。订购选项可以使整套人文科学期刊系列、单种期刊、或者根据机构的需求定制化的订购方案。订购价格将根据订购单位的机构全职人员数量（full-time enrollment, FTE）所对应的层级标准而有不同。

更多信息请见：

- <http://thehumanities.com/journals/hybrid-open-access>
- 或联系 subscriptions@cgnetworks.org

图书馆荐购

您可以至我们的网站下载填写图书馆荐购表，建议您的机构订阅人文科学期刊系列：<http://cgnetworks.org/support/recommend-a-subscription-to-your-library>

人文科学专书系列

New Directions in the Humanities Book Imprint

旨在设立知识创造和学术出版参与性的新标准



New Directions in the Humanities Book Imprint

专书征集

同心学术联合会为严谨的学术知识创作设立了新标准。不同于其他的出版者，我们不专注在潜在市场的规模或其他出版品的竞争，而是聚焦于作品的品质是否优良。若您的著作能对一个特殊领域知识有杰出的贡献，即便该书的目标群众较小，我们仍非常希望能与您一同出版。若您的著作制作费昂贵但有着广泛的诉求，我们也同样有兴趣出版。同心学术唯一的诉求便是高品质的智能产出。

我们欢迎专书提案或完整手稿，内容可以是：

- 个人或联合作者出版
- 针对一个清晰定义的议题之编辑著作
- 在我们的期刊中出版过的论文结集成书
- 重新发行或版权过期的经典书籍重新撰写序章后再次出版

专书提案指南

书籍长度应介于30,000至150,000字。纸本于电子版将会同时出版，并会通过亚马逊网路书店发行Kindle版。若欲与我们出版专书，请提交专书提案，内容应包含：

- 标题
- 作者/编者
- 书背导语草稿
- 作者介绍
- 目录
- 目标读者以及重要贡献
- 样章或全书稿
- 书稿预计提交日期

请通过电子邮件books@cgnetworks.org提交专书提案。请于邮件标题表示为专书提案提交。



征求专书审查者

同心学术联合会征求优秀的同行审查者来协助我们评估专书书稿。

对于杰出知识以及严谨审查的承诺，同心学术联合会将通过初步执行编辑审查的专书稿件送交给同行审查者，通过同行审查获得进一步的评估与建设性的建议。审查者的评论和指导对我们的作者以及整个出版程序是无价且不可或缺的一部分。

同心学术联合会了解审查者的重要性，所以我们将专书审查者列为我们编辑审查委员会的成员至少一年。编辑审查委员会的成员名单会布告在我们的网页中。

若您有意愿审查专书手稿，请发送以下信息至books@cgnetworks.org：

- 一段关于您专业成果的介绍
- 列出您的研究兴趣与专业领域
- 一份您的个人简历并附上联系信息

一但有适合您研究兴趣与专业的专书手稿，我们的编辑团队将会联系您。

人文科学国际会议

New Directions in the Humanities Conference

探讨并检视人文科学的关键议题，与跨学科和观点的顶尖与新兴学者建立面对面的联系关系。



会议原则与特色

会议的结构是立基于以下四大学术社群原则：

国际化

我们的国际会议在世界各地轮流举办，使参会者能够有机会体验与认识不同国家与地区的民俗风情。更重要的是，人文科学国际会议提供明确且有意义的机会让参加者能与来自不同文化和观点的学者交流。

跨学科

学术协会组织的会议大多由相似背景的学者参与。然而，同心学术联合会的国际会议将关心共同议题但来自不同学科领域的研究者、从业人员和学者齐聚一堂。因此，在同心学术联合会的会议中，我们提倡与促进了跨学科的研究方法以及建立于相互尊重的合作基础，而与会者能以多样化的视角谈论会议主题。

包容性

我们欢迎所有从事相关主题研究的人员，不论学科、文化背景、组织或职业参与同心学术联合会的会议。无论您是教授、研究生、研究者、教师、政策决策者、从业人员或是管理人员，都可以在对应主题的知识共同体内贡献、分享和传播您的意见与学术成果。

交流性

因为丰富的文化、背景和观点在会议中齐聚一堂，会议提供许多发言、聆听、参与和交流的机会，不同类型的演讲形式，由高度结构性到较自由的发言形式皆能在会议中呈现。



7月5日，星期三

8:00–9:00	报到开始
9:00–9:30	开幕式——菲利普·卡兰提斯-科普，同心学术联合会首席社会研究员
9:30–10:05	全体大会——艾娃·多曼斯卡，波兰亚当·米茨凯维奇大学，历史系，副教授／美国史丹佛大学，人类学系，访问副教授 <i>"Prefigurative Humanities"</i>
10:05–10:40	茶歇与花园谈话
10:40–10:50	换场休息
10:50–11:40	学者交流圈 Room 1: 批判文化研究 Room 2: 传播与语言学研究 Room 3: 文学与人文 Room 4: 公民、政治与社区研究 Room 5: 人文教育 Room 6: 2017年特别主题
11:40–12:35	午餐
12:35–14:15	中文全体大会与花园谈话——欧阳康博士，华中科技大学国家治理研究院院长/华中科技大学哲学研究所所长 “世界复杂性、人性悖论与人文学术的当代使命”
14:15–14:30	茶歇与换场休息
14:30–16:10	平行分会演讲
16:10–16:20	换场休息
16:20–18:00	平行分会演讲

7月5日，星期四

8:15–9:00	报到开始
9:00–9:15	每日动态更新——菲利普·卡兰提斯-科普，同心学术联合会首席社会研究员
9:15–9:50	全体大会——欧阳康博士，华中科技大学国家治理研究院院长/华中科技大学哲学研究所所长 <i>"World Complexity, Paradox of Human Nature and the Academic Mission of Humanistic Studies Today"</i>
9:50–10:20	茶歇与花园谈话
10:20–10:30	换场休息
10:30–12:10	平行分会演讲
12:10–13:00	午餐
13:00–13:10	换场休息
13:10–13:55	平行分会演讲
13:55–14:10	茶歇与换场休息
14:10–15:50	平行分会演讲
15:50–16:00	换场休息
16:00–17:40	平行分会演讲





7月7日，星期五

8:30-9:00	报到开始
9:00-9:20	每日动态更新——菲利普·卡兰提斯-科普，同心学术联合会首席社会研究员
9:20-9:55	全体大会——安格斯·菲利浦斯，剑桥国际出版研究中心主任 <i>"Publishing: Trends and Transformations"</i>
9:55-10:25	花园谈话
10:25-12:05	平行分会演讲
12:05-12:55	午餐
12:55-13:40	平行分会演讲
13:40-13:55	茶歇与换场休息
13:55-15:10	平行分会演讲
15:10-15:20	换场休息
15:20-17:00	平行分会演讲
17:00-18:00	闭幕与颁奖典礼



同心学术出版讲座

7月6日，星期四 | 13:10-13:55 | 全体大会讲堂

Caitlyn D' Aunno, 同心学术联合会, 执行编辑

活动介绍：在出版讲座中，人文科学期刊与专书系列的执行编辑Caitlyn将介绍同心学术联合会的出版哲学与操作方式。她将告诉您如何将会议论文撰写成期刊文章、期刊出版过程的概要、人文科学期刊系列的简介、以及同心学术联合会的论文提交过程。我们欢迎您在讲座积极的发问——此环节的后半段将全部为问答环节。

会议提前报到

7月4日，星期二 | 18:00-19:00 | Sir Alexander Fleming 楼大堂（一楼）

由于此会议规模较大，我们在7月4日星期二晚间6:00-7:00于伦敦帝国大学的the Sir Alexander Fleming大厅将会设置会议提前报到的柜台。这是一个参加人数较多的会议，若情况允许，我们邀请您在提前报到的时段领取会议素材、避免会议首日早上可能的报到排队人潮。

会前参观：伦敦日落巴士游

7月4日，星期二 | 18:00-21:30 | 集合地点：伦敦帝国大学Prince's Gardens宿舍楼

与其它的参会者和大会演讲嘉宾一同乘坐导览包车，在私人导游的带领下观赏伦敦著名景点，认识这个伟大城市的历史。客制化的行程中包含数个休息和拍照点，无须烦恼交通或排队的问题。

会议闭幕招待会

7月7日，星期五 | 17:00-18:00 | 全体大会讲堂与Sir Alexander Fleming楼大堂

同心学术联合会与人文科学国际会议将会在伦敦帝国大学举行闭幕招待会。招待会将于7月7日星期五的闭幕与颁奖仪式结束后举行。我们邀请所有注册的参会者与其他参会人员与大会演讲嘉宾一同享用饮品、小点，以及和学者们的交流机会！

我们期待与您相会！



欧阳康博士（中文与英文大会演讲嘉宾）

“世界复杂性、人性悖论与人文学术的当代使命”



欧阳康博士时任华中科技大学国家治理研究院院长、哲学研究所所长、社会信息研究中心主任、《华中科技大学学报（社会科学版）》主编等。欧阳康博士在中国是国家精神、跨文化研究、社会认识论、社会信息与哲学等领域的首席专家。他曾出版十余部书籍，近期的著作包含《对话与反思：当代英美哲学、文化及其他》（2005年）、《社会系统与社会信息：社会信息论导》（2011年）、《中国道路——思想前提、价值意蕴与方法论反思》（2013年）。他亦是数本书籍的主编，包含《人文社会科学哲学》、《当代英美哲学地图》等。欧阳康博士在《中国社会科学》、《哲学研究》等发表中英文学术论文300余篇，主持十余项国家、省部级和国际合作科研项目，数十次出国出境从事学术交流与合作研究。

Angus Phillips（英文大会演讲嘉宾）

“Publishing: Trends and Transformations”



Angus Phillips时任牛津国际出版研究中心主任。他有牛津大学与沃里克大学的学位，在加入牛津布鲁克斯大学之前，他在牛津大学出版社负责贸易和参考编目。他在出版业中担任顾问，并经常受邀在国际会议和活动中演讲。他近期的出版书籍包含Inside Book Publishing（与Giles Clark合著）以及Turning the Page: The Evolution of the Book。他在普林斯顿大学出版社的欧洲区咨询委员会占有一席，并在2010-2013连续四年担任书商产业奖（Bookseller industry award）的评审。他亦是顶尖的出版期刊Logos的主编辑。



Ewa Domanska (英文大会演讲嘉宾)

“Prefigurative Humanities”



Ewa Domanska是波兰波兹南（Poznan）亚当米茨凯维奇大学（Adam Mickiewicz University）历史系的史学理论与历史副教授，以及美国史丹佛大学人类学系的访问副教授。她的教学与研究兴趣包含史学的现代理论与历史、人文与社会科学比较理论、生态人文学以及非欧洲视角的历史研究。她一共是18本书籍的作者和编者。近期的著作有*Historia egzystencjalna. Krytyczne studium narratywizmu i humanistyki zaangażowanej*（历史的存在主义：以批判角度检视叙事主义和解放人文学，2012，本书以波兰文撰写）、*Історія, гуманітаристика, сучасність. Дослідження з теорії знання про минуле*（历史、人文与现代：历史知识的理论研究，2012，本书以乌克兰文撰写），她亦是多部书籍的编者与共同编者，近期的编著包含*Historia - dziś*（历史——今日，与Rafał Stobiecki and Tomasz Wiślicz共同编著，2014，本书以波兰文撰写）。Ewa将在2017出版*Necros: An Introduction to the Ontology of the Dead Body*。

Lourdes Roca (西文大会演讲嘉宾)

“Metodologías de investigación: Oralidad y visualidad en la construcción y difusión del conocimiento social”



Lourdes Roca es profesora-investigadora del Instituto Mora, en la ciudad de México. Coordina el Laboratorio Audiovisual de Investigación Social que fundó desde el 2002. Es doctora en antropología, tiene una formación multidisciplinaria en comunicación, historia y antropología, y centró sus primeras investigaciones en los años noventa en la divulgación histórica audiovisual y la realización de documentales de investigación. Ha contado con diversos apoyos de investigación que otorgan el CONACYT y el FONCA en México, lo que le ha permitido impulsar varios proyectos sobre el tema. Se dedica a la investigación social con imágenes y a la construcción de propuestas metodológicas para su incorporación como fuentes de investigación. Es docente de estudios de la imagen y técnicas cualitativas de investigación en la licenciatura y el posgrado del Instituto Mora, así como de investigación y realización en el CUEC-UNAM, y ha impartido cursos de especialización en la materia en México, Colombia, Brasil, Perú, Chile y Argentina. Coordinó un proyecto para el desarrollo de un Sistema de Información para Archivos de Imágenes, El Pescador, con el que se pusieron en línea varias fototecas digitales sobre América Latina, entre instituciones de Brasil, Argentina y México. Entre sus publicaciones destacan documentales como *Km. C-62 Un nómada del riel* (2000), los libros *Imágenes e investigación social* (2005) e *Investigación con imágenes. Usos y retos metodológicos* (2012), y los sitios web *Huellas de luz* (2012) y *metaDOC Documentales e Investigación* (2016). Su última publicación colectiva, *Tejedores de imágenes. Propuestas metodológicas de Investigación y Gestión del Patrimonio Fotográfico y Audiovisual* (2014), recibió el Premio Antonio García cubas del Instituto Nacional de Antropología e Historia, México.



中文新兴学者



肖礼彬

威尔士三一圣大卫大学，英国

英文新兴学者



Candy

Doshisha University, Kyoto, Japan



Vincenzo Cammarata

King's College London, London, UK



Kim Chua

Embry-Riddle Aeronautical University Asia, Singapore



Eleonora Colangelo

University of Paris Diderot, Paris, France



Bhargabi Das

University of Delhi, New Delhi, India



Katerina Girginova

University of Pennsylvania, Pennsylvania, USA



Urszula Rutkowska

Brown University, Rhode Island, USA



Rehnuma Sazzad

University of London, London, UK



Zhao Shuo

Northwestern Polytechnical University, Shaanxi, China

七月五日，星期三

8:00-9:00	报到开始
9:00-9:30	开幕式
	菲利普·卡兰提斯-科普，同心学术联合会首席社会研究员 Grace Chang，同心学术联合会会议负责人 Meg Welter，同心学术联合会西班牙文项目负责人
9:30-10:05	全体大会（英文）——艾娃·多曼斯卡，波兰亚当·米茨凯维奇大学，历史系，副教授 / 美国史丹佛大学，人类学系，访问副教授
	演讲标题： <i>"Prefigurative Humanities"</i>
10:05-10:40	茶歇与花园谈话（英文）
10:40-10:50	换场休息
10:50-11:40	学者交流圈（英文）
	Room 1：批判文化研究 Room 2：传播与语言学研究 Room 3：文学与人文 Room 4：公民、政治与社区研究 Room 5：人文教育 Room 6：2017年特别主题
11:40-12:35	午餐
12:35-14:15	平行分会演讲
Room1	New Approaches to Humanities Education 分会演讲场（英文）（请见英文会议日程册）
Room2	Subversion in Literature 分会演讲场（英文）（请见英文会议日程册）
Room3	Literary Revisions and Rewritings 分会演讲场（英文）（请见英文会议日程册）
Room4	Indigenous Studies 分会演讲场（英文）（请见英文会议日程册）
Room5	Politics and Discourse 分会演讲场（英文）（请见英文会议日程册）
Room6	Teaching and Learning in the Humanities 分会演讲场（英文）（请见英文会议日程册）
Room7	西班牙文全体大会与花园谈话——Lourdes Roca, Profesora-Investigadora, Instituto Mora, México
	演讲标题： <i>Metodologías de investigación: Oralidad y visualidad en la construcción y difusión del conocimiento social</i>
Room8	中文全体大会与花园谈话——欧阳康博士，华中科技大学国家治理研究院院长/华中科技大学哲学研究所所长
	演讲标题： <i>世界复杂性、人性悖论与人文学术的当代使命</i>
Room9	Literary Criticism 分会演讲场（英文）（请见英文会议日程册）
13:40-14:30	茶歇与换场休息
14:30-16:10	平行分会演讲
Room1	Studies on Language Instruction 分会演讲场（英文）（请见英文会议日程册）
Room2	Gender Studies and Literature 分会演讲场（英文）（请见英文会议日程册）
Room3	Intertextuality and Experimentation 分会演讲场（英文）（请见英文会议日程册）
Room4	Rethinking the Humanities 分会演讲场（英文）（请见英文会议日程册）
Room5	New Media, New Messages, New Meanings 分会演讲场（英文）（请见英文会议日程册）
Room6	Identity, Marginalization, Resistance 分会演讲场（英文）（请见英文会议日程册）
Room7	Nuevas Metodologías y Interpretaciones en las Humanidades 分会演讲场（西班牙文）（请见西班牙会议日程册）



Room8	“走近生活 探寻历史与社会”实践性课程核心内涵的实践探索——“丝绸之路史迹考察”的设计、实施与反思 王耘，北京教育科学研究院基础教育教学研究中心 摘要：丝路考察专题设计、突出专业研究特征的管理方法、考察成果的资源性建设、实践性课程意义与特征的深度追问。 悦纳多元史观，依托前沿学术研究成果服务中学历史教学——以高中历史必修3《宋明理学》一课为例 郭井生，北京教育科学研究院 摘要：新课程下，教师一方面要悦纳多元史观，以文明史视角去解读教材，另一方面依托前沿学术研究成果服务教学。 传播学观照下中国文学外译策略选择——以《西洲曲》和《木兰辞》英译为例 周雪婷，长沙理工大学外国语学院 何庆庆，长沙理工大学外国语学院 谭姗姗，长沙理工大学外国语学院 摘要：本文以南朝乐府民歌英译本为例，从传播学视域下探讨中国文学对外传播的翻译策略。 语文教学中「谜语的特质」之初探研究 崔晶盈，香港中文大学 摘要：语文教师必须从理性认知和感性认知两个层面来掌握「谜语的特质」，以使「谜语」在语文教学中，既是「字词品析的译码器」，又是「激活思维的助推器」。
	Social Policy, Human Rights, and Political Challenges 分会演讲场（英文）（请见英文会议日程册）
	16:10-16:20 会场休息
	16:20-18:00 平行分会演讲
	Room1 Education in a Knowledge Society 分会演讲场（英文）（请见英文会议日程册）
Room2	Education Studies 分会演讲场（英文）（请见英文会议日程册）
Room3	Critical Social Studies 分会演讲场（英文）（请见英文会议日程册）
Room4	Narrative Construction and Identity 分会演讲场（英文）（请见英文会议日程册）
Room5	Family Dynamics and Globalization 分会演讲场（英文）（请见英文会议日程册）
Room6	Politics of Nation Building 分会演讲场（英文）（请见英文会议日程册）
Room7	Estudios Literarios 分会演讲场（西班牙文）（请见西班牙会议日程册）
Room8	中小学社会实践中开展生态环境教育的研究——以《节水——我们在行动》为例 高振奋，北京教育科学研究院 金利，北京教育科学研究院 摘要：以《节水——我们在行动》为例，探索在中小学开展社会实践中培养学生环境意识和社会责任感的教育策略。 跨界与融合，小学学科实践活动研究探索 王建平，北京教育科学研究院基础教育教学研究中心 摘要：本研究基于学科实践活动课程具有的实践性、综合性和开放性三个典型特征论述之上，以基于主题学习的学科实践活动课程探索为例，对其构建路径、实施策略进行了提炼归纳，并重点从课程化构建、学生主体价值及教师有效指导三方面提出应注意的问题。 中小生德育课程中的社会问题解决能力研究 金利，北京教育科学研究院 摘要：为解决德育课程中重知识传授轻问题解决能力的问题，在社会性话题的研究中开展问题解决学习方式的教学实验。
	Room9 Literature and Society 分会演讲场（英文）（请见英文会议日程册）
	Room10 Late Editions 分会演讲场（英文）（请见英文会议日程册）

七月六日，星期四

8:15-9:00	报到开始
9:00-9:15	每日动态更新
9:15-9:50	全体大会（英文）——欧阳康博士，华中科技大学国家治理研究院院长/华中科技大学哲学研究所所长
	演讲标题：“World Complexity, Paradox of Human Nature and the Academic Mission of Humanistic Studies Today”
9:50-10:20	茶歇与花园谈话（英文）
10:20-10:30	会场休息



10:30-12:10	平行分会演讲
Room1	Technology and Humanities Education 分会演讲场（英文）（请见英文会议日程册）
Room2	Narrative Techniques 分会演讲场（英文）（请见英文会议日程册）
Room3	The Humanities and Religion 分会演讲场（英文）（请见英文会议日程册）
Room4	Media Representations 分会演讲场（英文）（请见英文会议日程册）
Room5	Film Studies 分会演讲场（英文）（请见英文会议日程册）
Room6	New Directions in the Humanities 分会演讲场（英文）（请见英文会议日程册）
Room7	Construyendo Sociedades y el Impacto de Sistemas de Poder 分会演讲场（西班牙文）（请见西班牙会议日程册）
Room8	公众史学视野下口述史与新媒体在中国的发展—多学科交融的典范 邓啸林，中国人民大学历史学院 摘要：本文系统总结了口述史、公众史学和自媒体在中国发展的时间阶段、区域划分和新趋势，探讨了三者之间的关系。
Room9	Interdisciplinary and Multidisciplinary Humanities 分会演讲场（英文）（请见英文会议日程册）
12:10-13:00	午餐
13:00-13:10	换场休息
13:10-13:55	平行分会演讲
Room1	海报展示会（英文）（请见英文会议日程册）
Room2	短视频演讲（英文）（请见英文会议日程册）
Room3	工作坊（英文）（请见英文会议日程册）
Room4	工作坊（西班牙文）（请见西班牙文会议日程册）
Room10	同心学术出版讲座
13:55-14:10	茶歇与换场休息
14:10-15:50	平行分会演讲
Room1	Approaches and Strategies to Second Language Learning 分会演讲场（英文）（请见英文会议日程册）
Room2	Addressing Social Issues: Literary Humanities 分会演讲场（英文）（请见英文会议日程册）
Room3	Exploring the Global Humanities 分会演讲场（英文）（请见英文会议日程册）
Room4	Writing, Reading, and Translating 分会演讲场（英文）（请见英文会议日程册）
Room5	Dynamics of Literary Devices 分会演讲场（英文）（请见英文会议日程册）
Room6	Social Health, Mental Health, Inter-personal Connections 分会演讲场（英文）（请见英文会议日程册）
Room7	Literatura y Cine 分会演讲场（西班牙文）（请见西班牙会议日程册）
Room8	日本近代社会思潮与汉诗的本土化 张奕琳，中山大学中国语言文学系 摘要：日本近代汉诗绝句选本编纂盛行，其产生与日本传统审美观及时代思潮有关，是汉诗从模仿中国到本土化的体现。 一座城市的小說——香港都市小說 袁穎音，東華學院人文學院 黃樂怡，香港科技專上書院 摘要：七〇年代是香港都市發展起飛的重要階段，更見本土意識的醒覺與建立的時期。本文嘗試透過不同作家，從他們所站的角度與他們的作品，展現都市的不同面貌，從而呈現具有香港本土特色的都市小說。 道教養生思想在现代森林养生中的应用研究 孙亭亭，北京林业大学 摘要：将道教养生理论与实际结合，继承和发扬中国传统文化，探索现代森林养生发展新路径。

Room9	Critical Studies of Race 分会演讲场（英文）（请见英文会议日程册）
15:50-16:00	换场休息
16:00-17:40	平行分会演讲
Room1	Educational Approaches and Strategies in a Knowledge Society 分会演讲场（英文）（请见英文会议日程册）
Room2	Writing the Nation 分会演讲场（英文）（请见英文会议日程册）
Room3	Global Studies 分会演讲场（英文）（请见英文会议日程册）
Room4	Critical Theory in the Humanities 分会演讲场（英文）（请见英文会议日程册）
Room5	Linguistic and Language Studies 分会演讲场（英文）（请见英文会议日程册）
Room6	Influence of Learner Characteristics on the Educational Process 分会演讲场（英文）（请见英文会议日程册）
Room7	Estudios cívicos, políticos y de la comunidad 分会演讲场（西班牙文）（请见西班牙会议日程册）
Room8	Adiciones tardías 分会演讲场（西班牙文）（请见西班牙会议日程册）
Room9	Subjectivity, Identity, Difference 分会演讲场（英文）（请见英文会议日程册）

七月七日，星期五

8:30-9:00	报到开始
9:00-9:20	每日动态更新
9:20-9:55	全体大会（英文）——安格斯·菲利普，牛津国际出版研究中心主任，英国牛津
	演讲标题：“Publishing: Trends and Transformations”
9:55-10:25	茶歇与花园谈话（英文）
10:25-12:05	平行分会演讲
Room1	Teaching and Learning: Critical Thinking and Interdisciplinarity 分会演讲场（英文）（请见英文会议日程册）
Room2	Addressing the Human Condition: Freedom, Escape, and Agency 分会演讲场（英文）（请见英文会议日程册）
Room3	Representations of the Other 分会演讲场（英文）（请见英文会议日程册）
Room4	Gender and Women's Studies 分会演讲场（英文）（请见英文会议日程册）
Room5	Governance and Social Breakdown 分会演讲场（英文）（请见英文会议日程册）
Room7	Estudios de Comunicación y Cultura 分会演讲场（西班牙文）（请见西班牙会议日程册）
Room8	中国房地产业供给侧结构性改革研究 雷兰，太原理工大学政法学院法学系 摘要：中国房地产市场存在着过剩与短缺并存的境遇。而要从根本上解决其发展失衡，必须对供给侧进行结构性改革。 全球视野下的老年心理研究与养老实践问题——中英文两种语言的文献计量和比较 王堂生，武汉大学 摘要：当前的老年心理研究是否满足社会养老的实践需求？本文采用社会网络分析的方法，对中英文数据库的老年心理学研究进行主题结构分析和对比，从而为全球尤其是中国的养老研究如何服务于实践工作提出了建议。
12:05-12:55	午餐
12:55-13:40	平行分会演讲



	海报展示会（多语进行，请参见英文会议日程） Research on the Relationship between EWOM and Chinese Movies' Box Office in North American Movie Market 李敏，南京航空航天大学经济与管理学院 张律疏，南京航空航天大学经济与管理学院 王建玲，南京航空航天大学经济与管理学院 A Multidisciplinary Research of the Effective Factors of Managerial Training that Impacts Managers' Ethical Decision-making Intentions (EDMI) in the Chinese Automotive Industry (CAI) 肖礼彬，University of Wales Trinity Saint David
Room1	
Room2	焦点讨论会（多语进行，请参见英文会议日程）
Room3	工作坊（英文）（请见英文会议日程册）
Room4	工作坊（英文）（请见英文会议日程册）
Room7	工作坊（西班牙文）（请见西班牙文会议日程册）
13:40-13:55	茶歇与换场休息
13:55-15:10	平行分会演讲
Room1	Teaching with the Literary Humanities 分会演讲场（英文）（请见英文会议日程册）
Room2	Psychoanalytical Criticism and Literature 分会演讲场（英文）（请见英文会议日程册）
Room3	Language Learning and Global Education 分会演讲场（英文）（请见英文会议日程册）
Room4	Mujeres en las Humanidades 分会演讲场（西班牙文）（请见西班牙文会议日程册）
Room10	Civic, Political, and Community Studies 分会演讲场（英文）（请见英文会议日程册）
15:10-15:20	换场休息
15:20-17:00	平行分会演讲
Room1	Education Reform and Knowledge Production 分会演讲场（英文）（请见英文会议日程册）
Room2	Communication Studies 分会演讲场（英文）（请见英文会议日程册）
Room3	Politics, Technology, Globalization 分会演讲场（英文）（请见英文会议日程册）
Room4	Philosophy and the Humanities 分会演讲场（英文）（请见英文会议日程册）
Room10	Feminist Approaches 分会演讲场（英文）（请见英文会议日程册）
17:00-18:00	闭幕与颁奖典礼



Barbara Lise Abrams	Suffolk University	USA
Farhana Abu Bakar	University of Otago	New Zealand
Jorge Martín Agudelo Ramírez	Universidad Autónoma Latinoamericana	Colombia
Djuwairiah Ahmad	Universitas Islam Negeri Alauddin	Indonesia
Hajer Al Hamed	Durham University	UK
Roseline Ihuoma C. Alerechi	University of Port Harcourt	Nigeria
Besma Allagui	Rabdan Academy	United Arab Emirates
Johnny Allred	The University of Arkansas	USA
Abdulmajeed Almansour	Liverpool John Moores University	UK
Rehan Almegren	University of Malaga	Spain
Seda Arikan	Firat University	Turkey
Diah Ariani Arimbi	Airlangga University	Indonesia
Kimberly Armstrong	Big Ten Academic Alliance	USA
Wayne E. Arnold	University of Kitakyushu	Japan
Arya Aryan	Durham University	UK
Lyudmila Atanasova	Hankuk University of Foreign Studies	South Korea
Ileana Azor	Universidad de las Américas, Puebla	México
Geetha Bakilapadavu	BITS Pilani K. K. Birla Goa Campus	India
John Banzhaf	George Washington University	USA
Mireya Barón Pulido	Politécnico Grancolombiano	Colombia
Daniel Barredo Ibáñez	Universidad del Rosario	Colombia
Daniel Barredo Ibáñez	Universidad del Rosario	Colombia
Rosalie Barrera	Baylor University	USA
Stephen John Beaumont	Centro de Tecnología para el Desarrollo	Argentina
Ruth Beer	Emily Carr University of Art and Design	Canada
Atanu Bhattacharya	Central University of Gujarat	India
Bornali Bhuyan	K.R.B. Girls' College	India
Lijun Bi	Monash University	Australia
Ana Clara Birrento	University of Evora	Portugal
Brett Bodemer	California Polytechnic State University	USA
Cristian Bratu	Baylor University	USA
Katherine Helen Brundan	University of Oregon	USA
Evelyn Callahan	Brunel University London	UK
Vincenzo Cammarata	King's College London	UK
Arlene Caney	Community College of Philadelphia	USA
Orest Cap	University of Manitoba	Canada
Kezia Carpenter	Instituto Alberto Einstein	Panama
Ciro Leonardo Carrillo De la Hoz	Universidad del Bío-Bío	Chile
Francisco Carriscondo Esquivel	Universidad de Málaga	España
Jann Carroll	Australian Catholic University	Australia
Kimberly Teaman Carroll	California State University, Northridge/ Claremont Graduate University	USA



Michael Cena	Weber State University	USA
Alice Yin Wa Chan	City University of Hong Kong	Hong Kong
Yuen Kit Chan	The Chinese University of Hong Kong	Hong Kong
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