

Data, Media, Knowledge: Re-Considering Interdisciplinarity and the Digital Humanities

Datos, Medios, Conocimiento: Reconsiderando la interdisciplinariedad y las humanidades digitales



Proceedings of the Twentieth International Conference on
New Directions in the Humanities

XX Congreso Internacional sobre
Nuevas Tendencias en Humanidades

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Department of Mediterranean Studies, School of Humanities
University of the Aegean, Rhodes, Greece

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Cover image by Phillip Kalantzis-Cope

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Welcome Letters



Welcome to the 20th Conference of the New Directions in the Humanities Research Network. Founded in 2003, the network was brought together by common interests in humanistic traditions as well as innovation. In the last twenty years, the community has grown in the number of interdisciplinary connections across cultural and territorial boundaries, offering pathways and opportunities of dialogue, giving visibility to diverse voices across the world, and encouraging an agenda in line with United Nations Sustainable Development Goals.

The ancient multicultural foundations of the Island of Rhodes are the rich scenario for this year's exchange of knowledge among network members. On this 20th anniversary of the New Directions in the Humanities Research Network, the remarkable location of the University of the Aegean, offers a wonderful opportunity to collectively interrogate and redefine the directions that the Humanities should take.

This year Special Focus, "Data, Media, Knowledge: Re-Considering Interdisciplinarity and the Digital Humanities," connects a common past and a prospective future. Rhodes, with its mythical statue of the sun god Helios, becomes the symbol of the sunset and of the new rising sun. The colossal embrace of Rhodes stretches across Europe, Asia and North America, where Commonground was first established 30 years ago, opening its arms to the rest of the world. The conference wide range of topics and panels will enable an in-depth inquiry on the future prospects of the Humanities as well as establish forms of networking and common co-creation.

The Humanities function simultaneously on various cognitive modes, exchanging analogies, divergences and convergences. Humanities scholars are noted for their interdisciplinarity; covering all the fields related to the human and even beyond the human. In the last decades, this interdisciplinary dialogue has become particularly important because of various concurring circumstances. One of them is the rapid development of digitalization and cybernetic machines. A second aspect are the consequences of global warming and climate change, with associated effects such as the Covid-19 pandemic. All living entities in our environment animal, plants, microorganisms- are showing humans that they have an influence upon our lives. In the Anthropocene, nonhumans speak in the language of viruses and pandemics. Non-biological entities such as machines and some forms of AI are also part of our world, and new forms of symbiosis are emerging alongside a desire to find solutions to the problems we are facing. World instability caused by wars are the third fundamental factor of global unpredictability.

In this context, the Humanities must struggle to encourage critical thinking across disciplinary fields in order to spread the seeds of interdisciplinarity and inter-being. Allow me to finish with a common prayer for peace; a reflection on how we inter-are from Buddhist monk Thich Nhat Hanh.

Interbeing: If you are a poet, you will see clearly that there is a cloud floating in this sheet of paper. Without a cloud, there will be no rain; without rain, the trees cannot grow; and without trees, we cannot make paper. The cloud is essential for the paper to exist. If the cloud is not here, the sheet of paper cannot be here either. So we can say that the cloud and the paper inter-are. (Hanh, T.N. *Peace Is Every Step: The Path of Mindfulness in Everyday Life*. New York: Bantam, 1990) Welcome to inter-be and grow with us!

Asunción López-Varela Azcárate

Presidenta de la Red de Investigación Nuevas Tendencias en Humanidades



Dear Conference Delegates,

From wherever you've come, in which way your participating, welcome to the Twentieth International Conference on New Directions in the Humanities. I am grateful to all of you for sharing your work at this conference.

For over 30 years, Common Ground has invested in developing technologies that seek to break down barriers of access in scholarly communication. In each phase, we've built spaces to support interdisciplinary dialogue, before such approaches were in vogue; connected international voices when disciplines were too often isolated in national silos; and supported an agenda of access and equality, by offering pathways and opportunities for diverse voices. We now propose another kind of intervention -- to build a scholarly communication infrastructure for a blended future. Our blended model seeks to transcend physical boundaries by offering a space to extend in-person conference content online while ensuring online-only delegates are afforded equal participatory and experiential spaces within the platform. At the same time, the model offers participants a legacy resource to which they can return, with access to a social space where fellow participants can keep connected long after the conference ends.

But for us "blended" is more than an approach to technology. We're using this conceptual filter to consider our mission:

- Blended disciplines as an approach to interdisciplinary research practices
- Blended affinities as a way to approach a shared politics for paradigms of recognition and redistribution
- Blended voices as a way to consider where research happens in and outside of academia
- Blended ideas as the common ground for a new sense of civics

We're also committed to being industry leaders. In 2021 we became a signatory to the United Nations Sustainable Development Goals Publishers Compact. Launched in collaboration with the International Publishers Association, the compact "features 10 action points that publishers, publishing associations, and others can commit to undertaking in order to accelerate progress to achieve the Sustainable Development Goals (SDGs) by 2030. Signatories aspire to develop sustainable practices and act as champions of the SDGs, publishing books and journals that will help inform, develop and inspire action in that direction.

Alongside becoming a signatory to the UN Sustainability Publishers Compact. I had the honor of leading Common Ground Research Networks delegation to COP26 in Glasgow late last year. We are measuring current emissions in all aspects of what we do to identify areas where emissions can be reduced. And we're committing to long-term science-based Net-Zero targets for our operations. We'll be sharing a report of our activities and progress annually, so watch this space.

I thank our partners and colleagues who have helped organize and produce this meeting with great dedication and expertise.

Warm Regards,

A handwritten signature in black ink, appearing to read "Phillip Kalantzis Cope".

Dr. Phillip Kalantzis Cope

Chief Social Scientist, Common Ground Research Networks



New Directions in the Humanities Research Network

Founded in 2003, the **New Directions in the Humanities Research Network** is brought together by a common interest in established traditions in the humanities while at the same time developing innovative practices and setting a renewed agenda for their future. We seek to build an epistemic community where we can make linkages across disciplinary, geographic, and cultural boundaries.

Humanities-Science-Technology

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

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

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 network 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.



Critical Cultural Studies

Exploring ways to broaden the scope of the humanities and creating a wider critical canvas through cultural studies. Examining critical perspectives on academic disciplines; how traditional disciplines remain constant or must respond to changes in humans' relationships to each other, to society, technology, and the environment. Considering ways of knowing, shifts in conceptual frameworks and research methodologies. Proposing new directions for humanities studies.

- 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

Communication and Linguistics Studies

Examining the forms and effects of human representation and communication.

- 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"

Literary Humanities

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



Civic, Political, and Community Studies

Social studies in the humanities, where the humanities meet the ‘social sciences’. Affinities and affiliations and their impacts on relationships within and across cultures. Issues of policy, governance, and controls over populations within and across nations. The human condition in an era of globalization.

- 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

Humanities Education

On theories and practices of teaching and learning in the disciplines of the humanities and humanistic social sciences. General and subject-specific pedagogy.

- 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



Dr. Asun López-Varela

Universidad Complutense de Madrid, Madrid, Spain



Asun López-Varela is Assoc. Prof. and Deputy Head of the Department of English Studies, Universidad Complutense Madrid. Her research interests are Comparative Literature, Cultural Studies, as well as Cognitive and Intermedial Semiotics. Vice-Chair at European Commission Unit REA.A2, Marie Skłodowska-Curie European Postdoctoral Fellowships, Social Sciences and Humanities (SOC). Since 2007, she coordinates the research program Studies on Intermediality and Intercultural Mediation SiIM. A proactive member of the profession, currently, López-Varela is Deputy Head of the Department of English Studies at UCM and member of Executive Committee of the Association of Alumni of the Real Colegio Complutense at Harvard University and of the Marie Curie Alumni Association MCAA. Between 2017-2019, López-Varela was President of the European Society of Comparative Literature. She continues to serve annually as an external evaluator for various EU programs. In order to strengthen relations between Europe and Asia, López-Varela coordinates an annual Seminar Series on Cross-cultural dialogue funded by the One Asia Foundation. She is an honorary member of the Poetry Award Committee of Beijing Literature and ArtNetwork and editor and a member of the scientific committee of various academic journals.

The **New Directions in the Humanities Research Network** is grateful for the foundational contributions, ongoing support, and continued service of our Advisory Board.

English Language:

- **Asunción López-Varela Azcárate**, Universidad Complutense de Madrid, Madrid, Spain
- **David Christian**, Macquarie University, Australia
- **Joan Copjec**, Brown University, Providence, USA
- **Mick Dodson**, The Australian National University, Australia
- **Oliver Feltham**, American University of Paris, Paris, France
- **Anna Hamling**, University of New Brunswick, Canada
- **Ted Honderich**, University College, London, UK
- **Eleni Karantzola**, University of the Aegean, Rhodes, Greece
- **Anna Kiernan**, Falmouth University, UK
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- **Peter Morgan**, University of Sydney, Australia
- **Ricardo Morais Xavier**, Peruvian University of Applied Sciences, Peru
- **Juliet Mitchell**, British Psychoanalytical Society, UK
- **Florian Mussgnug**, University College London, UK
- **Nikos Papastergiadis**, The University of Melbourne, Australia
- **Fiona Peterson**, Auckland University of Technology, New Zealand
- **Scott Schaffer**, University of Western Ontario, Ontario, Canada
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- **Zsuzsanna Varga**, University of Glasgow, UK
- **Zhang Zhiqiang**, Nanjing University, China
- **Metka Zupancic**, University of Alabama, USA

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- **Asun López-Varela**, Universidad Complutense de Madrid, España (presidente de la Red de Investigación)
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- **María Águeda Moreno Moreno**, Universidad de Jaén, Jaén, España



The Twentieth International Conference on New Directions in the Humanities

For over 30 years, Common Ground has been invested in crafting forums that seek to break down barriers of access in scholarly communication. In each phase, we've built spaces for interdisciplinary dialogue, before such approaches were in vogue; connected international voices when disciplines were too often isolated in national silos; and supported an agenda of access and equality, by offering pathways and opportunities for diverse voices.

We now propose another kind of intervention -- a scholarly communication infrastructure for a blended future.

Our blended model seeks to transcend physical boundaries by offering a space to extend in-person conference content online while ensuring online-only delegates are afforded equal participatory and experiential spaces. At the same time, the model offers participants a legacy resource to which they can return, with access to a social space where fellow participants can keep connected long after the conference ends.

In this future we also commit to bilingual pathways.

We support the presentation, publication, and social networking for English and Spanish speaking delegates. In doing so we seek to offer spaces where we can "speak our language" and at the same time interact together.

And blended is more than technology.

And blended is more than an approach to technology. We're using this conceptual filter to consider some of our original mission positions: blended disciplines as an approach to interdisciplinary research practices; blended affinities as a way to approach a shared politics for recognition and redistribution; blended voices as a way to consider where research happens in outside of academia; blended ideas as the common ground for a new sense of civics.



Founded in 2003, the **International Conference on New Directions in the Humanities** is brought together by a common interest in established traditions while at the same time developing innovative practices and setting a renewed agenda for their future.

Past Events

- 2003 - University of the Aegean, Rhodes, Greece
- 2004 - Monash University Centre in Prato, Italy
- 2005 - Cambridge University, Cambridge, UK
- 2006 - University of Carthage in Tunis, Tunisia
- 2007 - American University of Paris, France
- 2008 - Fatih University, Istanbul, Turkey
- 2009 - Friendship Palace, Beijing, China
- 2010 - University of California, Los Angeles, USA
- 2011 - Universidad de Granada, Granada, Spain
- 2012 - The Centre Mont-Royal, Montréal, Canada
- 2013 - Eötvös Loránd University, Budapest, Hungary
- 2014 - Universidad CEU San Pablo, Madrid, Spain
- 2015 - University of British Columbia, Vancouver, Canada
- 2016 - University of Illinois at Chicago, Chicago, USA
- 2017 - Imperial College London, London, UK
- 2018 - University of Pennsylvania, Philadelphia, USA
- 2019 - University of Granada, Granada, Spain
- 2020 - Ca' Foscari University of Venice, Venice, Italy (Virtual)
- 2021 - Universidad Complutense Madrid, Spain



Data, Media, Knowledge: Re-Considering Interdisciplinarity and the Digital Humanities

Since the late 1990s, the idea of a digital disruption has colored the methodological, theoretical, and disciplinary imagination of what might be new in the humanities. One perspective on the new looked backward – what digital tools can help us understand the legacy debates, empirical materials, concepts, and methods? Another perspective was new in looking forward – with the ability to transcribe knowledge into data, does digital humanities offer a new way to understand our species life its humanistic destiny? In parallel and accelerated by digital affordances, there a view also emerged that interdisciplinarity would become a norm for digital approaches to the work of the humanities.

As digital technologies continually affect how we construct knowledge, what have the lessons of digital life taught us about the limits, opportunities, and ongoing challenges of digital humanities? Can we still consider the digital humanities an “emerging sub-discipline” in terms of knowledge taxonomies, research classifications and organizational charts? What are the continued impediments to the “transformation” of the humanities propelled by information and computing technologies? Has an emergent digital humanities led a “revolution” or is it just a move towards “automation”? Or is a return to traditional scholarship with a “digital hand” now possible?

If disruptive innovation is understood and practiced by a tech industry as a mechanism to increase the “efficiency” and “spreadability” of the current digital status quo, what space is left for “disruption” in its critical sense? Can multi-voiced counternarratives, often not in the core of digital humanities, point the direction of different paths to the human in a digital world? Can the digital humanities reimagine itself as an inclusive and activist community?

Dr. Giorgos Markopoulos

Assistant Professor of Department of Mediterranean Studies, School of Humanities, University of the Aegean

Dr. Katerina T. Frantzi

Head of Department of Mediterranean Studies, Director of Laboratory of Informatics, School of Humanities, University of the Aegean

Dr. Eleni Karantzola

Director of Laboratory of Linguistics of the Southeastern Mediterranean, Department of Mediterranean Studies, School of Humanities, University of the Aegean

Dr. Emmanouil Stefanakis

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Dr. Phillip Kalantzis-Cope

Chief Social Scientist, Common Ground Research Networks, USA

2022 Conference Chairs



Dr. Giorgos Markopoulos

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Dr. Katerina T. Frantzi

Head of Department of Mediterranean Studies, Director of Laboratory of Informatics, School of Humanities, University of the Aegean



Dr. Eleni Karantzola

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Dr. Emmanouil Stefanakis

Director of Laboratory Environmental Archaeology & Preventive Conservation, Director of Laboratory of Archaeometry, Department of Mediterranean Studies, School of Humanities, University of the Aegean

2022 Committee & Host Institution



2022 Committee

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Dr. Chrysanthi Tiliakou

Specialized Research & Teaching Staff, Department of Mediterranean Studies, School of Humanities, University of the Aegean

2022 Host Institution



Dr. Bill Cope

Professor, Department of Education Policy, Organization & Leadership, University of Illinois, Urbana-Champaign, USA



"The Meaning of the Humanities in the Era of Algorithmic Reason"

Bill Cope is a Professor in the Department of Education Policy, Organization & Leadership, University of Illinois, Urbana-Champaign. His research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. His recent research has focused on the development of digital writing and assessment technologies, with the support of a number of major grants from the US Department of Education, the Bill and Melinda Gates Foundation, and the National Science Foundation. The result has been the CGScholar multimodal writing and assessment environment. With Mary Kalantzis, he has co-authored or co-edited: *New Learning: Elements of a Science of Education*, Cambridge University Press, 2008 (2nd edition, 2012); *Ubiquitous Learning*, University of Illinois Press, 2009; *Towards a Semantic Web: Connecting Knowledge in Academic Research*, Elsevier, 2009; *Literacies*, Cambridge University Press 2012 (2nd edition, 2016); *A Pedagogy of Multiliteracies*, Palgrave, 2016; *e-Learning Ecologies*, Routledge, 2017; and the two-volume grammar of multimodal meaning: *Making Sense and Adding Sense*, Cambridge University Press, 2020.

George Mikros

Professor, Department of Middle Eastern Studies, Hamad Bin Khalifa University, Qatar



George Mikros is currently a Professor at the MA Program of Digital Humanities at the Department of Middle Eastern Studies at the Hamad Bin Khalifa University in Qatar. Since 1999 and till 2019, he has been a Professor of Computational and Quantitative Linguistics at the University of Athens, Greece. He is the Director of the Computational Stylistics lab. Since 2013 he is also Adj. Professor at the Department of Applied Linguistics at the University of Massachusetts, Boston, USA. He had the position of Research Associate at the Institute for Language and Speech Processing. He was part of research groups that have developed important language resources and NLP tools for Modern Greek. Since 1999 holds the position of Teaching Associate at the Hellenic Open University, and from 2016 till 2019, he was the Director of the Undergraduate Program "Spanish Language and Culture." Prof. Mikros has authored 5 monographs and more than 80 papers published in peer-reviewed journals, conference proceedings, and edited volumes. Since 2007 he has been elected as a Member of the Council of the International Association of Quantitative Linguistics (IQLA). In the period 2018 - 2021, he served as its President. He is the keynote speaker in many international conferences, workshops, and summer schools related to Digital Humanities and Quantitative Linguistics. His main research interests are computational stylistics, quantitative linguistics, computational linguistics, and forensic linguistics.

Alexandra Bounia

Professor of Museology, University of the Aegean, Greece, and Secretary of the Board of the International Committee of ICOM on Contemporary Collecting (ICOM-COMCOL), the Netherlands



Alexandra is a Professor of Museology at the University of the Aegean in Greece. She currently serves as the secretary of the Board of the International Committee of ICOM on Contemporary Collecting (ICOM-COMCOL). Her research interests focus on the history, theory, and management of collections and museums, museum ethics, museum sustainability, the role of museums in dealing with difficult and political issues. Alexandra has served as the Vice-Rector of Academic Affairs and Quality Assurance at the University of the Aegean (2014–2017) and as Chair of the Hellenic Committee of ICOM (2016–2018), as well as the Board's Executive Secretary (2012–2016). From 2017 until 2020 she was an Associate Professor of Museum and Gallery Practice in UCL (campus in Qatar). She has published in Greek and international journals and participates in research projects in Greece and abroad. She co-edited with Susan M. Pearce the book *Collector's Voice: Ancient Voices*, (2001, Ashgate Press). Her book *Collectors and Collections in the Ancient World: The Nature of Classical Collecting* was published in 2004 by the same publisher, while in 2009 her book "Behind the Scenes of the Museum": *Collections Management in Contemporary Museums* was published in Greek by Patakis Publications. Her book entitled *The Political Museum: Power, Conflict, and Identity* in Cyprus, co-authored with Theopisti Stylianou-Lambert was published in 2016 by Routledge. She is currently working on two edited volumes: *Museum Media(ting): Emerging Technologies and Difficult Heritage* (with Theopisti Stylianou-Lambert and Antigone Heraclidou) (2022 – Berghahn Books) and *The Ethics of Collecting Trauma* (with Andrea Witcomb – 2022 – Routledge). One more co-edited volume, in Greek, was published in 2021, (in collaboration with Despina Catapoti) entitled: *Emerging Technologies and Cultural Heritage* (Alexandria Publications, Athens).

Evangelos Kyriakidis

Founding Director of the Heritage Management Organization, Greece



Dr. Evangelos Kyriakidis is the founding Director of the Heritage Management Organization. Trained at University College London and at Cambridge in classical archaeology, linguistics, and anthropology, Evangelos has been a senior lecturer in Aegean Prehistory at the University of Kent and director of the MA in Heritage Management (KENT-AUEB), a Fellow of the Society of Antiquaries of London and of the Archaeological Society of Athens, a Leventis Senior Research Fellow in Heritage Management at Kent, as well as a Visiting Professor in the University of Basel and at UCLA. Evangelos has research interests in Mycenaean administration, Minoan religion, and iconography, as well as ritual theory. He is also interested in the history of archaeological thought and in archaeological site management and planning.



Maria Gavriilidou

Linguist and Researcher at the Institute for Language and Speech Processing of ATHENA Research Center, Marousi, Greece

"Language Technology and Social Sciences and Humanities in Greece"



Maria Gavriilidou is a linguist, researcher at the Institute for Language and Speech Processing of ATHENA Research Center. Her research interests focus on the areas of corpus linguistics, language resources (design, documentation, and management of corpora, computational lexica), metadata for the description of language resources, infrastructures for language resources and technologies, lexicography (computational lexicography for NLP systems, electronic lexicography for human users).

She has participated in several European and national projects in the above-mentioned fields; indicatively: Social Sciences & Humanities Open Cloud (SSHOC), European Language Resource Coordination (ELRC), Common Language Resources and Technology Infrastructure (CLARIN), and CLARIN: EL (National Infrastructure for Language Resources & Technologies) and APOLLONIS (Infrastructure for digital arts and humanities, language technology, and innovation), Hellenic National Corpus (HNC), Integrated European language data Repository Area (INTERA), etc.).

She teaches Electronic Lexicography at the Postgraduate Program Digital Methods in the Humanities of Athens University of Economics and Business. She has taught Computational Lexicography at Postgraduate Courses of the University of Athens and the National Technical University of Athens.

She has collaborated with publishing houses as a lexicographer, for the compilation of printed and electronic dictionaries for human users and for the development of Textbooks for the teaching of Greek as a mother tongue. She has publications in journals, scientific books, and conference proceedings in the fields of Computational Lexicography, Terminology, Language Resources, and Technologies Infrastructures.

Katerina Tiktopoulou

Associate Professor, Aristotle University of Thessaloniki, Thessaloniki, Greece



Katerina Tiktopoulou is an associate professor in Modern Greek Literature at the Aristotle University of Thessaloniki. Her major scientific interests include medieval vernacular and modern literature, manuscript studies, scholarly editing, and digital humanities. She was editor-in-chief of the second revised diplomatic edition of the manuscripts of Dionysios Solomós (Athens, 1998-2012). Her current principal projects are the digital edition of Dionysios Solomós' manuscripts ("Solomós Digital Archive") and the study of 19th-century Greek literature using NLP methods ("Semantic analysis of 19th-century Greek fiction with text mining techniques").

Panos Constantopoulos

Professor, Athens University of Economics and Business, Greece



Panos Constantopoulos is a Professor in the Department of Informatics, Director of the MSc Program in Digital Methods for the Humanities, and former Dean of the School of Information Sciences and Technology, Athens University of Economics and Business. He is also Head of the Digital Curation Unit, Information Management Systems Institute, "Athena" Research Centre. Previously, he was Professor and Chairman, Department of Computer Science, University of Crete, and Head, Information Systems Laboratory and Centre for Cultural Informatics, Institute of Computer Science, Foundation for Research and Technology - Hellas. He has been principal investigator in about 40 R&D projects, in 13 of which coordinator. He is the coordinator of APOLLONIS, the Greek Infrastructure for Digital Arts, Humanities, and Language Research and Innovation. His scientific interests include knowledge representation and conceptual modeling, ontology engineering, semantic information access, process mining, knowledge management, and decision support systems, cultural informatics, and digital curation and preservation.

Dr. Asun López-Varela

Universidad Complutense de Madrid, Madrid, Spain



AsAsun López-Varela is Assoc. Prof. and Deputy Head of the Department of English Studies, Universidad Complutense Madrid. Her research interests are Comparative Literature, Cultural Studies, as well as Cognitive and Intermedial Semiotics. Vice-Chair at European Commission Unit REA.A2, Marie Skłodowska-Curie European Postdoctoral Fellowships, Social Sciences and Humanities (SOC). Since 2007, she coordinates the research program Studies on Intermediality and Intercultural Mediation SIIM. A proactive member of the profession, currently, López-Varela is Deputy Head of the Department of English Studies at UCM and member of Executive Committee of the Association of Alumni of the Real Colegio Complutense at Harvard University and of the Marie Curie Alumni Association MCAA. Between 2017-2019, López-Varela was President of the European Society of Comparative Literature. She continues to serve annually as an external evaluator for various EU programs. In order to strengthen relations between Europe and Asia, López-Varela coordinates an annual Seminar Series on Cross-cultural dialogue funded by the One Asia Foundation. She is an honorary member of the Poetry Award Committee of Beijing Literature and ArtNetwork and editor and a member of the scientific committee of various academic journals.

Emerging Scholars



New Directions
in the Humanities

Each year a small number of Emerging Scholar Awards are given to outstanding early-career scholars or graduate students. Here are our 2022 Emerging Scholar Award Winners.

Elena Emma Sottilotta

University of Cambridge
Cambridge, UK



Marwan Abdi

Duhok University
Duhok, Iraq



Tiffani J Smith

Claremont Graduate University
USA



Khawar Latif Khan

North Carolina State University
USA



Ioannis Sidiropoulos

The University of Melbourne
Australia



Dora Kourkoulou

University of Illinois
USA



Egidijus Mardosas

Vilnius University
Lithuania



Jhon Eduardo Mosquera Pérez

Universidad Pontificia Bolivariana
Colombia



Giuseppe Capalbo

University of Rome "Tor Vergata"
Italy



Beatriz Marques Gonçalves

University of Coimbra
Portugal



Shuo Zhao

Communication University of China
China



Ikea Johnson

Louisiana State University
USA



Catherine Palmore

Baylor University
USA



Jessica Habib

University of Glasgow
UK



Nikoloz Esitashvili

Georgian Institute of
Public Affairs (GIPA),
Georgia



Kevin

The New School for Social Research





Conference Abstracts

2022 Special Focus—Data, Media, Knowledge: Re-Considering Interdisciplinarity and the Digital Humanities

A Picture's Worth - Re-focusing Community and Media Narratives: How Podcasts Create Fertile Ground for Dialogue and Deeper Connections

[Kezia Carpenter](#), Director, Research and Education, A Picture's Worth, Ohio, United States

[Elissa Yancey](#), President, A PICTURE'S WORTH, INC., Ohio, United States

Paeans to the power of stories in public life have long been a mainstay of the Western humanities. This project is informed by recent work on the importance of narrative for the cultivation of good citizens (Nussbaum 2010; 1995) and on the ethical impact of stories on our sense of who we are (Gregory 2009). A Picture's Worth (APW), a nonprofit founded in 2017, is a story-driven non-profit that leverages the power of individual photographs and photo-elicitation to spark rich conversations focused on connecting individuals and communities. APW uses the digital humanities to disrupt traditional media narratives and offer a new way to understand our human experience. Each podcast season (e.g., Strong Women; Ohio Values; Our Stories, Our Word) is focused on community-driven and strengths-based stories. They result in multi-voiced narratives that provide context and challenge traditional stories and stereotypes, laying the groundwork for dialogue, bridge-building, and community transformation. This showcase provides an overview of APW's methodology and a pop-up exhibition highlighting APW's podcast seasons and research findings.

What Can Kant Tell Us About AI Ethics?

[Richard Dean](#), Professor, Philosophy, California State University Los Angeles, United States

Immanuel Kant, of course, does not say anything about artificial intelligence. But his theory of action can tell provide some useful guidance in thinking about the moral capacities and incapacities of artificial intelligence. A Kantian framework suggests the dangers of a quasi-agent who has the power of choice without freedom. Furthermore, the idea of a self-conscious and general AI raises the possibility of a type of genuine agent that Kant himself thought impossible – a being with freedom but without the moral feelings that make it possible for moral requirements to move an agent to action. The possibility of such a general AI urges a close consideration of Kant's claims about what finite moral agents are necessarily like, and justifies concerns that research into general AI could eventually produce something morally monstrous.

Video Games Aimed to Enhance and Motivate Academic Learning : Learning Through Fun and Engagement

Dr. Kenneth Jones, Student, Doctorate of Education, University of Illinois - Urbana/Champaign, Illinois, United States

My research examines how effective video games could motivate students to learn through cognitive, motivational, behavioral, and social-cultural interactions. My study centers on African American males who have statistically ranked at the bottom of academic achievements and to understand the emotions and behaviors of why African American males have continuously performed below average in public education. My study implemented situated learning as a theoretical framework to examine how individuals receive direct knowledge through peer interactions. The data from my research indicate that video games can motivate and enhance anyone to learn through their ability to allow individuals to collaborate while participating in a task. Individuals demonstrated principles of learning through critical thinking, strategy, logical determinations, discovery, and exploration.

'After Language' Conceptualizations of Communication: Language Educators' Attitudes Towards a Digitally-informed 'Grammar' for Meaning Making

Eleni Karantzola

**Roula Kitsiou, Assistant Professor of Sociolinguistics, Humanities, University of Thessaly, Attiki, Greece
Evangelos Intzidis**

Based on a digital discourse perspective as described by Schismenos (2021), the present paper explores to what extent language educators realise how the digital transforms our conceptualisations of language. Towards this aim we draw on 'after language' conceptualisations of communication prioritizing the role of digitality in reshaping human interaction, i.e. in creating a new "grammar" for meaning making (Cope & Kalantzis, 2020a, 2020b). Specifically, we examine language educators' attitudes towards digitality and language as expressed in five (5) 5-membered focus groups during a postgraduate class on language analysis and teaching in multilingual contexts. Van Leeuwen's (2008) social actor and social action distinction is used to map how participants' make sense of language and if and to what extent they acknowledge the importance of digitality in reimagining languaging and consequently the art of language teaching. We conclude with some suggestions and ideas about the importance of further raising language teachers' awareness around issues of digital discourse and its implications for theorizing on communication and language.

Urdu and Digital Colonialism

Khawar Latif Khan, Student, PhD in Communication, Rhetoric, and Digital Media, North Carolina State University, North Carolina, United States

Urdu, a language spoken by millions of people, is finding it hard to retain its true identity in the digital environment. Because of the computer keyboard based on the Latin alphabet and the lack of software support, Urdu has started fading from the web. This paper highlights the major concerns for Urdu and the shortcomings of digital infrastructures in this regard. Three important aspects are explored in this paper where Urdu has been at a disadvantage. These include the QWERTY keyboard, the absence of the Nasta'liq script, and linguistic hegemony in academic circles. The question of Urdu's underrepresentation and misrepresentation is vital as new technologies "shape the language they [are] designed to produce" (Jasmin and Casasanto, 2012; p. 504). This paper explores a concrete case of coloniality that has roots in British imperialism but continues to operate today. Some efforts are being made to decolonize the digital space: activists have brought attention to the hegemony of the Latin script, created software for Urdu writing, and introduced autocorrect and spellcheck for Urdu. There is, however, little or no scholarly work in this area, primarily because the language of academia is English itself. Therefore, to make an Urdu voice heard, the argument must first be made in English. This paper is an effort to initiate this conversation, recognize the efforts of individuals and organizations, and make digital space more inclusive.

Overcoming the Gatekeeper Effect: How Social Media and Small Presses Highlight Marginalized Voices in Publishing

Marissa Cruz Lemar, Senior Instructor, Humanities and Social Sciences/English, United States Naval Academy, Maryland, United States

Small, independent presses that highlight underrepresented groups and social media networks that bring together such communities can work together to overcome the gatekeeper effect, improving diversity and representation in publishing. This paper describes how small press publishing ensures marginalized voices are heard and how communities of difference (e.g., BIPOC, LGBTQ) use social media to join the conversation and ultimately impact social knowledge production. This research is vital because publishing greatly impacts culture; publishers, as gatekeepers, determine which stories are amplified, and when certain communities are left out, publishing risks providing an incomplete, imbalanced picture. The findings contribute to the field of communication. The source material was collated through a literature review focused on studies as well as reports detailing small presses, diversity in publishing, and social media communication. The knowledge work involves close reading of studies on representation in publishing and the impact of small press publishing. There are dozens of small press publishers, and my findings will demonstrate that small presses represent a robust, powerful way to raise otherwise unheard communities into the knowledge production of publishing. Further, social media conversations and networking bring together the individuals (publishers, writers, and editors) who make this possible. Traditional publishing is still relevant as a means to reach a wide audience and create overall knowledge, and social media and small presses are a necessary step to bring in voices and communities that may otherwise be left out.

Creating Inclusive Immersive Theatre Through Augmented Reality and Virtual Reality

[Kay Li, Adjunct Professor, English, York University, Ontario, Canada](#)

This study explores how immersive theatre created by augmented reality (AR) and virtual reality (VR) can be more inclusive than traditional theatre. Immersive theatre revolutionizes the audience experience and creates opportunities for inclusion, which does not just mean involving the audience, but also enabling the practice of ensuring that all individuals are valued, respected, and supported. In traditional theatre with the fourth wall, the audience sitting in the auditorium is more alienated, as it remains physically distanced from the play and overhears the conversations on stage. At most it can react through applauding or booing. But in immersive theatre, the audience and the performers are placed in the same physical space together. The audience is living within the world of the play, directly connected to the actors, taken out of the safe vantage point of the auditorium, and becomes vulnerable. Members of the audience can react individually, directly to the play as if in real life, basing on their personal experiences. This gives them room for being directly engaged with the play and performance. There are different degrees of interactivity depending on the setup of the immersion. Theatres have been making use of AR and VR to enhance the audience experience, and in effect also provides various opportunities to be inclusive. I illustrate with recent immersive theatre productions with AR and VR around the world, such as those by the National Theatre in London, UK, Piehole in Los Angeles, USA, and the Commonwealth Shakespeare Company in Boston, USA.

The Fine Arts as the Missing Puzzle Piece in Interdisciplinary Higher Education: A Qualitative Case Study

[Catherine Palmore, Student, Ed.D. Learning and Organizational Change, Baylor University, Texas, United States](#)

Universities must equip students with the 21st-century skills necessary to succeed in increasingly interdisciplinary careers. Incorporating arts-based courses into the general education curriculum exposes all undergraduate students to creative cognition and design thinking. A strategic process such as design thinking could reduce a gap between the undergraduate curriculum and the 21st-century skills students need to succeed based on the job market's changing needs. This research explores the art education landscape and how the transferability of 21st-century skills mastered in art courses could promote student success for all majors in an increasingly visual culture and globalized world. When universities reject interdisciplinarity, creativity becomes confined and limited. Students of all disciplines can gain strategic design skills from studying art as an interdisciplinary elective, meaning how the arts tie into other disciplines.

Music, Personality, and Preferences: A Mathematical Valuation of Art

Samuel Seaman, Professor, Decision Sciences, Pepperdine Graziadio School of Business, California, United States

The love of music is ubiquitous; yet, musical preferences are seemingly immeasurable. Little is known about the nature of those preferences. Many wish to understand them to increase profits (labels, producers, and the artists themselves), whilst others wish only to deconstruct an elegant component of the flourishing life. In the present work, we have searched for associations between personality indicators, and the affects those traits may have on musical preferences...we have done so, to help artists better understand their fans, to help fans better understand the artists they follow, and most urgently, to recommend a mechanism for increasing the appreciation amongst fans for new forms of music (art).

The Moralizing Machine: A Case Study in the Theory and Praxis of Computational Ethics

Jacob S. Shaw, Student, Philosophy, Yale University, Connecticut, United States

Computational philosophy—the use of computational techniques such as simulations in philosophical research—is an emerging methodology now being used across various subfields of philosophy. However, there are still no widely accepted theoretical underpinnings or methodologies for the use of computational techniques in ethical research. In this study, I present my recent work in computational philosophy to demonstrate the feasibility and applicability of computational modeling methods to ethical research, as well as the potential for such methods to contribute to the field. I utilized a type of computational simulation known as agent-based modeling to investigate questions of generosity, the results of which I interpreted using a novel working metaphysical theory of computational ethics. My agent-based model consists of various simulated societies, each following a different moral precept related to generosity, competing for limited resources over time. I assessed measures of growth, mortality, and equality across the societies to infer the societal consequences of following each of the given moral precepts and understood these empirical observations in light of different teleological moral theories—including classical utilitarianism, Rawlsian distributive justice, and Mohist consequentialism—to draw normative conclusions. My study ultimately demonstrated the theoretical and practical value of computer simulations in rigorous teleological ethical research. More work is necessary to determine the feasibility of the application of computational techniques to deontological and virtue ethical research.

Digital Humanities as the Platform for Universal Humanism: A Path Towards a Peaceful Coexistence Among Humans, the Cosmos, and Gods

Tony (Tone) Svetelj, Lecturer of Philosophy and Religion, Hellenic College, Massachusetts, United States

Digital humanities with its systematic use of digital resources in the humanities fosters a new way of research, teaching, and publications, based on collaborative, transdisciplinary, and computational engagement. As such, digital humanities present a new platform for exploration of unheard of and not yet disclosed potential in humanities on the universal level. Incorporating the common denominators of various past and present theological, spiritual, philosophical, cultural, and political interpretations about the essence of being human, digital humanities allow us to comprehend anew the perennial question of what it means to be human, or what is even more important, how to become more human. Following this logic, digital humanities open the door to a much more complex and integrative understanding of the Ancient Greek belief that man exists at the center of the universe, as expressed by Protagoras in his claim that “man is the measure of all things.” While the Ancient Greeks were able to tackle this inquiry only within their own religious, philosophical, and cultural environment, the digital humanities are invited to allow us to create a humanitas rooted in moral and spiritual education, magnanimity, dignity, respect, wit, gracefulness, sensitivity, mildness, kindness, and generosity as they are understood in the past and present cultures, traditions, and religions. In short, digital humanities should be viewed as the instrument necessary for creation of an universal humanism in the sense of the Greek *katholou* (καθόλου) comprising both universality (universal, general, altogether), as well as wholeness (entire, at all, whole, all inclusive).

Approaching Poetry with Automated Tools: Potential Benefits of a Digital Learning Environment to Advance Reading Skills

Katre Talviste, Researcher, Institute of Cultural Research, University of Tartu, Tartumaa, Estonia

Inga Sapunjan, Student, Ph.D, University of Tartu, Tartumaa, Estonia

We present poetry reading exercises developed for the platform Opiq, a cloud computing environment created by StarCloud and used by a growing number of publishers to provide digital learning content for schools. Various automated exercise models (radio buttons, multiple choice, filling blanks, matching pairs etc.) being an important asset on the platform, we have been exploring methods to use them in content development for literature classes, where such models have traditionally held a relatively marginal role in Estonian literary pedagogy in middle and high school. Considering competences involved in understanding poetic texts in terms of automated feedback has led us to adapt some types of exercises that are widely used in teaching foreign languages and basic reading. Their systematic use in literary pedagogy helps teachers to better assess pupils' progress and eventual difficulties, as well as provide didactical support in fields known for relatively weak methodological preparation, such as teaching poetry reading skills. For the showcase, we've prepared a set of exercises in English based on some poems by widely known authors to represent our methodological approach and technical models. We raise discussion about the potential of automated feedback exercises in teaching poetry, as well as the more general problematics of apparently rigid software structure potentially leading towards greater flexibility in methodological and interdisciplinary thinking.

AF447 Re-Examined Through the Lens of Human and Mechanistic Problem Solving

Hannah Williams, Student, Ph.D. Educational Psychology, University of Nevada Las Vegas, Nevada, United States

This paper examines the existing heuristics in aviation - specifically juxtaposing human problem solving faced with the intervention of AI and computer automation. While seemingly the two have been conditioned over the last century to nourish one another, in instances where problem solving exists outside of "normal work flows," how can each, human and automated logic, complement each other? And pressingly, what is called upon human intervention when automation presents error? This conundrum is examined, discussed, and suggested resolve by looking at flight AF447 as a cautionary tale, and cross-discipline denouement of what we as humans must consider in terms of critical thinking and problem solving in spaces (like aviation) that are increasingly becoming more dependent on artificial intelligence and automation. This paper details the history of crew resource management and collaboration as the ultimate tool in verifying the validity of technological guidance, and asks educators (or anyone observing the dialogue) to consider their own agency in problem solving as technological dependence surrounds the human experience.

Evolution of Artificial Intelligence and the Future of Humanities

Cem Zeytinoglu, Professor of Communication, East Stroudsburg University of PA, Pennsylvania, United States

Within the past thirty years, AI technology has developed into a significant level that affected human communication in a critical way. The future development of AI appears to have revolutionary and momentous changes for humanities and the entire human civilization. This paper focuses on certain aspects of AI development and its effects on humanities from a critical viewpoint, studying both the positive and the negative consequences that are likely to emerge in near future. The paper uses a rhetorical approach and humanities-based methodology that is aligned with philosophy of communication orientation. The points of investigation are planned towards the following areas: AI use in music, literature, and arts; AI utilization in organizational decision making and policy development; AI use in medical and academic research (including but not limited to medicine and sciences); and AI design for human assistance, companionship, and therapeutic support. Of course, the scope of all these examples is too large to be addressed in a single study, however, the expectation is to initiate a critical analysis for potential conversation and discussion topics in anticipation for possible benefits and unexpected harms that might influence human experience in general.

Unshackling the Image of the Orient: A Multi -Dimensional (Re)Reading of Hajj Travelogues - Sir Richard Burton's and Lady Cobbold as Examples

Hadeer Aboelnagah, Professor and Director of the Translation and Authoring Center, Prince Sultan University in Riyadh, Saudi Arabia

Travel literature as a genre of literary studies remains under explored. Hajj narratives in particular form a sub-genre in travel literature that is considered a valuable source of geographic, religious, political, economic, social, and ecological information about the area of Hejaz. They certainly form a valuable component to the system of knowledge production that created hierarchical oppositions between Europe and the “Other” emphasizing the power of presentation for the sake of colonial domination. Through applying a multiple concurrent analytic (re)reading using postcolonial, feminist and environmental literary theories tools to Sir Ricahrd Burton's (1893) and Lady Cobbold's (1934) Hajj travelogues, the study aims to provide a fresh outlook to the representation of Muslims in general and of women in particular. It also aims to reverse the prototype of the hostile portrayal of the environment that foreshadowed Hajj narratives for centuries. Burton's account documenting his mission to explore the land of Hejaz exemplifies an important era in the relationship between Britain the “colonizer” and Islam the “colonized” as the majority of the population of British colonized land were Muslims. In contrast, Cobbold's voyage takes a more objective position as oppose to the earlier subjective “traditional” writings about the Orient. Her account is of a particular importance to this study because of her freedom of mobility and accessibility to women secluded areas. This research is expected to create a fresh outlook to the study of Hajj narrative from a multilayered perspective that may take the East-West dichotomy to a new direction.

An Odyssey to Nowhere: Migrants as the Epitome of Eternal Wanderers in Contemporary Migrant Literature

Christine Anton, Professor of German, World Languages and Cultures, Berry College, Georgia, United States

The story of the ‘Eternal Wanderer’ who is denied a home and family and whose punishment has marked him/her as a stranger, forever viewed with suspicion, unable to find a safe haven on her/his never-ending journey, has all the elements of the real-life travails of the millions of displaced people who have been forced out of their homes in search of refuge in neighboring countries or continents. While many countries have practically shut their doors to asylum seekers and migrants, claiming that immigration poses a national security threat, Europe has been willing to house and shelter an unprecedented vast number of refugees since summer 2015. This presentation is divided into two parts. First, the paper examines the current political, social, and cultural situation in Europe. It looks at statistical data and polls taken since 2015 that study the opinions and feelings Europeans have towards the so-called ‘migrant crisis.’ The second part analyzes the topics of migration, diasporic existence, and marginalization in contemporary migrant literature, particularly in the works of Iraqi-German author Abbas Khider and Turkish-German writer Selim Özdoğan who both address the endless plight of refugees on their odyssey from one country to the next, from prison to temporary shelter, from misery to hope – and back. Lastly, summarizing the many divergent viewpoints on migration, this study considers the question whether it is possible to overcome false dichotomies and a narrative fueled by disinformation and mutual distrust in order to, as Özdoğan suggests, find our common humanity.

Genealogies, Chronicles, and In-between

Cristian Bratu, Professor of French, Division Director for French and Italian; Associate Chair of the Department of Modern Languages and Cultures, Department of Modern Languages and Cultures, Baylor University, Texas, United States

In his study titled “La historiografía medieval: Entre la historia y la literatura”, Jaume Aurell contends that there is a significant paradigm shift between 11th-12th- and 13th-to-15th century history-writing. Aurell notes that between these two periods there is a shift from genealogical narratives to chronicling. According to Aurell, genealogies were quite popular during the 11th-12th centuries because nascent monarchies were fighting to establish and consolidate their potestas and therefore needed simple genealogical narratives in order to justify their claims to power in the clearest and definitive manner possible. Most genealogies tend to be schematic “narratives of origins” that begin with a mythical hero portrayed as the founder of the dynasty, and subsequently focus on the succession of counts, dukes, princes or kings up to the present, or at least close to the time of the current ruler. Aurell notes that the rhythm of genealogical narratives is sequential and predictable. In contrast, chronicles tend to provide considerably more narrative detail and focus less on chronology. In the above-mentioned study, Aurell illustrates this shift primarily within the framework of Castilian and Aragonese-Catalonian history-writing. In my paper, I assess the viability of this theoretical construct in the case of French history-writing between the 12th and the 15th centuries.

Optima Mater: The Spanish Cultural Allegiance to an Imaginary National Motherhood

[**Frederic Conrod**](#), Associate Professor, Comparative Literature, Florida Atlantic University, Florida, United States

While Spain is referred to as the “Madre Patria” by most of his ex-colonies in Central and South America, it is also often perceived as a National Mother by its own citizens. This cultural particularity will be discussed in this paper as “Optima Mater,” an allegiance to an Imaginary Motherhood that often justifies complexes of superiority and narcissistic tendencies within and without the Spanish culture. In order to illustrate this identified phenomenon of rising nationalism, I focus on recent Spanish shows from Netflix as well as passages from literature produced between 2000 and 2021.

Noh Drama’s Artistic Autonomy and Invisible Hybridity

[**Yukihide Endo**](#), Retired Teacher, English, Hamamatsu University School of Medicine (Retired), Japan

It is widely accepted that over the years, noh has maintained its artistic autonomy. In this vein, scholars tend to focus on themes that are intimately connected with noh itself. Researchers of “sekkyobushi [sermon ballads]”, one of the most popular oral narrative forms in medieval and early modern times, are aware of the correlation between “sekkyobushi” and noh. By contrast scholars of noh give much less consideration to this interconnectedness. Zeami, among others, greatly contributed to the artistic refinement and philosophical sophistication of noh drama. As such, Zeami’s depiction of the fundamentals of humanity often echoes themes, motifs, and symbols of various traditional oral narratives, “sekkyobushi” in particular. In order to examine the interpenetration of noh and folk legend, the noh plays, (1-a) Yoroboshi and (2-a) Semimaru, both of which depict young, ill-fated exiles, are juxtaposed with (1-b) the “sekkyobushi” tale of Shintokumaru who is doomed for life, and (2-b) tragic narratives of the blue-blooded boy, Semimaru. Having won acclaim as a form of high art, noh mirrors ancient vernacular tales and legends shared by its late medieval audiences who were contemporaries of Zeami and his major descendants. Not only that, but audiences also helped creatively develop noh because their subconscious memories of indigenous stories enabled them to appreciate it. Thus, noh successfully maintained artistic autonomy because of its continued connectedness with a variety of folk narrative traditions. The audience’s contribution to this autonomy remains alive today, though perhaps inconspicuously.

Literature as a Tool to Develop Social and Emotional Skills among Future Teachers

Sarit Ezekiel, Lecturer, Literature and Education, David Yellin Academic College of Education, Yerushalayim, Israel

Social Emotional Learning (SEL) has become popular in recent years in the field of education. The underlying concept is that one should not leave the curriculum only in the field of any specific academic discipline but link it to life skills, both in the personal-emotional and social fields such as self-management, decision making, self-awareness and social awareness. As a literature lecturer and pedagogic instructor who trains future teachers, I felt it was not right to leave SEL at the theoretical level but to allow experience in developing emotional and social skills while studying literature. I chose a number of courses taught in the Department of Literature, I taught them at an academic level but in each assignment I gave one question that connects the students to stories on a personal level and requires from them openness of thought, depth and emotional expression. The findings were amazing. There were students for whom the text met them at very deep points and were capable of deep emotional or social expression and there were students who simply were not capable of relating to it and remained at a very superficial level. I share findings and reveal the dichotomy between the two types of students as part of research on the relationship between emotional and social abilities in teaching students and the ability to become a teacher who attempts to develop these skills in future pupils.

Post-apocalyptic America and the New World Order in Omar El Akkad's American War

Sonia Farid, Associate Professor, Department of English Language and Literature, Cairo University, Egypt

In Omar El Akkad's speculative novel *American War* (2017), set in the 2070s, a second civil war erupts in the United States, parts of which already destroyed by climate change, and a new world order is shaped with the emergence of an empire in the Middle East. At the center of the war is the protagonist Sarat, a rebel from the "Free Southern States" whose life, both as a victim of the conflict and a perpetrator of violence, is traced throughout the novel as one typical of inhabitants of war-torn regions. This paper examines how far the dystopia into which the United States metamorphoses and the transformations through which the world goes touch upon contemporary issues pertaining to American foreign policy, the Arab Spring, terrorism, ultra-nationalism, and global warming. This will be done through looking into the reversal of the balance of power in the novel—the rise of the Bouazizi Empire being the most notable—and its implications as far as the current world order and relations between center and periphery are concerned. Through scrutinizing the different aspects of the ominous future Akkad presents against the backdrop of a turbulent present, the paper attempts to position the text as a form of political commentary that deconstructs the dogmas on which civil conflicts thrive and the role of superpowers in igniting/ fueling those conflicts. A link between the future as depicted in the novel and actual events that took place in the 20th and 21st centuries becomes, therefore, necessary.

User Experience and Sophocles

Thomas Girard, Graduate Fellowship Awardee, Graduate Liberal Studies, Simon Fraser University, British Columbia, Canada

In design, there is a notion of a maker. Maybe that person is a ceramics artist, maybe a construction worker, maybe an electrician, maybe a product designer. These people make real physical things that come into the world. Design legend John Maeda talks about the shift away from these craft based makers into a world where people do this through writing, sound, and code, a shift away from the maker. However I don't see this as a shift. I see writing, sound, and code as forms of making as well. Sure, they aren't what we ordinarily see as making, because we are making transient things, abstract things, but they are things and they are coming into the world and they exist within us before existing in the world and this process, this transfer is something I call manifestation of ideas.

Poetry, Memory, and the Archive in M. NourbeSe Philip's Zong!

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M. NourbeSe Philip's *Zong!*, published in 2008, is a book-length poem about the massacre of 150 enslaved Africans aboard the slave ship *Zong*. Based on the words of the report of the 1783 *Gregson v. Gilbert* case, the only surviving historical record of what happened aboard the ship, and which details its legal consequences, *Zong!* attempts to uncover the story and the voices of the victims of the massacre lost in the legal document. The poem thus presents a strong connection to the historical archive, to memory and to the silences of the history of slavery. Through an analysis of selected poems and texts, this paper aims to explore how Philip's *Zong!* questions the authority of the historical archive to rescue the voices silenced by history, creating space for these to talk about the past in a present marred by the traumatic legacy of slavery. This analysis is supported by a theoretical framework provided by concepts such as cultural memory (Araújo, 2020), postmemory (Hirsch, 2012) and silence (Orlandi, 2007) to provide a tentative reinterpretation of *Zong!* as a poem that aims to remember and honour the victims of the massacre and to heal the trauma of the Middle Passage. By anchoring herself in the historical document, Philip composes a provocative poem that confronts history and its extant archives to listen to the voices of those who were silenced and can only speak through poetic imagination.

Aquin8as and Love among the Rock - and Roll

[Michael K. Green, Professor, Philosophy, State University of New York-Oneonta, New York, United States](#)

This study explores a new direction in the humanities by using the creations of popular culture to test the analysis of concepts undertaken in the traditional humanities. To see how this works, Aquinas' analysis of love is tested using rock love songs from the 1960s. Aquinas in *Summa Theologiae Prima Secundae Partis*, Q. 26-28xf identifies eight characteristics of love. These are: 1. Commonality - the existence of similarities between lover and beloved, ultimately creating a common identity, 2. Union - wishing to be with the beloved in emotion, thought, and action, 3. melting - a softening of the heart, whereby the heart shows itself to be ready for the entrance of the beloved into his/her identity, 4. Enjoyment - the beloved is present and possessed, and pleasure or enjoyment ensues, 5. Languor - sadness and anger at the absence of the beloved., 6. Fervor - an intense desire to re-unite with the beloved, 7. Ecstasy - existing outside of oneself, and 8. Zeal - the intensity of love and the strength of the desire to do whatever is necessary to overcoming any obstacles standing between the lover and the beloved. If these are valid aspects of love, then one should be able to identify them in common expressions and descriptions of love. Love is a frequent theme of 1960s rock songs. However, no song can be expected to capture all aspects. Thus, different love songs are used to highlight different aspects of love.

The Work of Tears: Lament, Particular Love, and Ethical Witness

[Steven Hopkins, Mari S. Michener Professor of Religion and Asian Studies, Department of Religion, Swarthmore College, Pennsylvania, United States](#)

I focus this project on lamentation as a form of ethical witness. In traditional religious settings and in literature, laments serve to reinscribe particular loss in all its human power. In their raw emotion, their refusal to forget and their will to remember, female laments in particular can be perceived as "dangerous," uncontrollable. Lament has received some attention in Humanities studies, mostly in relation to the study of ancient and contemporary rural Greece. My focus and my contribution, for scholars and general audiences in the Humanities in our own time of social, personal and political trauma, is uniquely comparative, greatly expanding the range of female lament examined to date by bringing together Greek, Greek Christian, South Asian Hindu, Buddhist, and Jewish sources and traditions. Using methodologies of comparative literature and the comparative history of religions this study uncovers pre-modern roots of female witness in the service of a virtue ethics whose condition is that of mourning – forms of particular love that are inevitably works of tears. Not closure of grief, but its complex, even artful, recognition. To study the voices of female lament is not merely to ponder a fascinating though arcane world of old stories or the practices of traditional rural communities, but to discover resources for a contemporary particularist ethics, one rooted not only in attentiveness to personal pain and personal witness, but through affective contagion, to the pain of others, potentially giving rise to the possibility of awakening empathy and compassion, and not only rage or revenge.

Silence, Resilience, and the Liminal: The Poetics and Politics of Representation in Sarnath Banerjee's Doab Dil (2019)

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This paper interrogates the quality and value of silence as resilience, located within liminal spaces in Sarnath Banerjee's Doab Dil (2019). Structured as an informal graphic essay, Doab Dil presents ironic commentaries on ecology, nature, culture, cities and the countryside, history, fiction, work, sleep, insomnia, borders, popular culture, and the quest for meaning in life. In the process, Doab Dil combines text and drawing to construct a postmodernist intertextual mural of juxtaposed quotations, descriptions, and metaphysical reflection on the meaning and values of contemporary culture. At the points of these juxtapositions, liminal spaces are created that are characterized by a dense silence. The centrality of the liminal in the creative imagination of Doab Dil is evident in the title that signposts the fertile tract of land found at the confluence of two rivers. Recollecting Homi Bhabha on the liminal as a horizon of possibilities, this paper explores the different ways in which the poetic representation of liminality constructs spaces of resilience, which draw on the silence between confluent thoughts on the diverse themes of the work for critical reflection. How do these liminal zones of silence comment on the meaning and consequences of contemporary culture? What kinds of counter-values do they propose through their critical reflective silence? Through textual interpretation and literary criticism, this paper investigates the poetics and politics of possibilities in Doab Dil within liminality as spaces of resilience, and the role of silence as a representational strategy for a metaphysical commentary on reality.

(Im)material Conditions: Approaching Abjection, Existential Wanderings, and The Door of No Return

[**Ikea Johnson, Assistant Professor , English, Communications and Media, Salve Regina University , Rhode Island, United States**](#)

This study examines the metaphysical aspects of Ralph Ellison's Invisible Man. Most scholars discuss race, but my divergence is predicated in the Eastern (Indian/Odisha), Buddhist (Mandarin), Kemetic (African), Greek (Aristotle), and French (Sartre) influences Ellison weaves into the narrative. As is known, some founding theorists of the foundations of western philosophy often used an inverted version of Buddhist philosophy to articulate their ideas about law, being, time, and space. These seemingly primitive sites of spiritual and philosophical matters such as Dogen's Shobogenzo of the 13th century were repositories of ancient wisdom for Kant, Hegel, Heidegger, to name a few. Also, some theories seemingly immaterial to the genre of African-American literature are considered risky. However, approaching abjection, existential wanderings, meta-legality, and dark matter consciousness forged by law and empire bring the text into a modern mode of examining the exiling nature of blackness and defragmentation of the Black mind from an African World view (Kemetic). I delve into varying spaces of the underground and "heavenly" realms of thought enacted by Ellison's narrator's ascent and descent through the white mist (Black erasure trope), through women, and his performative method for accessing Dionne Brand's concept of the Door of No Return; a space in the physical gulf (transnationalism/transatlantic wanderings), Ouidah (the Gate of No Return), and the (im)material mind where matter and spirituality combine in matrixial realms of (sub)consciousness. How may the mind enact aversion to imperialism through text and performative resistance? I think alongside Fred Moten, Sarah Cervenak, and Christina Sharpe.

Traces of the Inquisition in the Zárate Plays (c. 1650-1661) of Antonio Enríquez Gómez

Alexander Mc Nair, Associate Professor of Spanish, Modern Languages and Cultures, Baylor University, Texas, United States

When the Castilian crypto-Jewish writer Antonio Enríquez Gómez was in exile in France during from the late 1630s to the late 1640s he published works such as the *Política Angélica*, which openly criticized certain practices of the Spanish Inquisition (the automatic confiscation of goods and property, the use of spies and informers, genealogical investigations, and a society that favored “blood” over virtue). In unpublished works, circulated in manuscript, he went so far as to criticize the Inquisition’s public autos de fé and confer the status of martyr to its victims. It should not be surprising that such open criticism of the Inquisition disappeared when he returned to Spain incognito and began writing for the theater again under the pseudonym Fernando de Zárate (c.1650-1661). Some modern critics believed the works of “Zárate” and Enríquez Gómez could not have been penned by the same person; and since the identity of Zárate was proven beyond a shadow of a doubt several decades ago (on the basis of Inquisition case files), one critic has even gone so far as to suggest that the apparently “sincere” Christianity of the Zárate plays suggests a late conversion to Catholicism. This paper explores scenes in several Zárate plays in which religious persecution, torture, and secret prisons/tribunals make appearances. Though necessarily oblique, Enríquez is nevertheless able to level criticisms against the Inquisition and Spanish society’s anti-Semitism while writing for a Spanish Christian audience.

Creating, Publishing, and Reading in Digital: The Case of Comics

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The advancement of technology has brought new perspectives in artistic expression from the initial creation to the ultimate reception. Graphic narrations, traditionally created and developed on paper, are now challenged by new technological possibilities. Digital screens connect the producer-artist with the consumer-reader, while digital social platforms, such as Facebook, Tiktok, and Instagram, give artists the opportunity to self-publish and self-distribute. Publishing houses, like Comixology, DCComics, and Marvel, have transitioned to digital as well. This paper provides an outlook of the constantly and rapidly changing digital landscape where comics are produced, published, and consumed. The following questions are discussed: - What are the digital forms of comics, their projection screens, and distribution platforms, and how have their creation and publication been affected? - What challenges does a comics reader face in encountering the various digital media and methods? As technological opportunities expand and the skills of creators increase, new forms of digital comics will continue to evolve, and thus create new demands for digitally efficient readers.

Exophony and Multilingualism in Contemporary Belarusian Literature: A Review of Language(s) and Identities in Today's Literary Panorama

[Angela Espinosa Ruiz, Assistant Professor, Department of Belarusian Studies, University of Warsaw, Mazowieckie, Poland](#)

While multilingualism has been a relevant concept in the creation and analysis of Belarusian literature throughout history (with reasons that vary from the numerous official and cultural bans imposed on the local language to the territory's multicultural atmosphere, having recognized as many as four official languages at once in the early 20th century), the idea of exophony, or foreign-language literary creation, is still relatively new in philological studies in general —it first appeared in Germany in 2007—, and much more so in the context of Belarusian literature. The purpose of our research is to present a panoramic review of two different groups of writers who are currently influencing the establishment of a new Belarusian literary canon: on the one hand, those born in Belarus who use a combination of languages in their work or choose a language different from Belarusian (most prominently, Russian), such as Valžyna Mort (Belarusian-English), Viktar Marcinovič (Belarusian-Russian) or Dzmitry Strocaŭ (Russian); on the other, authors of foreign origins who choose Belarusian as their language of creation, like Alaksej Arciomau, Žmicer Bartosik (Russia) or Van Šyvej (China). Our analysis is carried out on the basis of the writers' original texts and, when possible, through interviews with them in order to reveal a clearer picture of the languages and identities that concur in the literature of today's Belarus.

Do Love Metaphors Sink or Swim?: Exploring the Relationship Between Love, Sacrifice, and the Spiritual in the Mermaid Tale

[Jacqueline Shea, Student, PhD Student, Arizona State University, Arizona, United States](#)

While cultural variation is particularly relevant in the study of conceptual emotion metaphors, Kövecses (2004) notes that there are thought to be some near-universal metaphors that function at an "extremely general level" (p. 264). These near-universal metaphors, in turn, serve as a skeleton that can be styled in a limitless number of ways based on individual and cultural-specific values. This phenomenon is parallel to a pattern observed in the fairy tale literary genre in which stories contain a deep, skeletal structure that is built upon and modified based on the teller's individual and cultural experiences. The following paper, therefore, aims to uncover the conceptual emotion metaphors that span across fairy tale variants and dissect how they are constructed differently based on the author's individual and cultural influences. Specifically, this paper analyzes conceptual love metaphors within and across three mermaid tales: Friedrich de la Motte Fouqué's *Undine* (1811), Hans Christian Andersen's *The Little Mermaid* (1837), and Walt Disney's *The Little Mermaid* (1989). The two primary conceptual love metaphors identified are "LOVE IS SACRIFICE" and "LOVE IS (A VEHICLE TOWARD) TRANSCENDENCE", both of which take on distinct iterations and prevalence in each mermaid tale.

Slow Humanities: Literary and Cultural Studies and Sustainable Speed

[Andrea Stone, Associate Professor, English, Smith College, Massachusetts, United States](#)

For many, the current pace of the academy and the cultures of expectation and increasing demands at liberal arts colleges and universities can be overwhelming and seem unsustainable to the work and well-being of faculty and students. This paper begins with an overview of reasons for this phenomenon, tracks and compares the history of scholarly production, teaching and service requirements in U.S. colleges and universities, and argues that literary and cultural studies can help shape a more equitable, sustainable, and enriching model. Methods and theories of reading and research and technological developments, when rushed or embraced without sufficient critical inquiry can lead to scholarly and teaching and learning modes wherein the ends dictate the cultures and trends of the work. Using examples of literary scholarship, teaching and learning, and the potential influence of literary and cultural studies on college and university service work, this paper offers a pilot example of and argument for the role of slowing down. "Slow Humanities" argues for a consideration of how some scholars, faculty and students are susceptible to forms of inequity, exhaustion, and violence attendant with an increasing culture of fast. Literary and cultural studies' attention to these forms can demonstrate ways and stakes of rethinking academic pace.

Berrada's "The Game of Forgetting": The Pull between Aesthetics and Politics

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This paper analyses Mohamed Berrada's novel *Lu'bat al-nisyān* (1987, *The Game of Forgetting*, 1996), focusing on the book's unorthodox narrative design, where multiplicity, metafiction, and fragmentation are strategic tools that bring to light the author's vision of (post)modernist literature in a postcolonial nation. The paper examines how the novel's compelling experimental quality and efficacious engagement of cultural and socio-political issues are at work, highlighting thereby the text's commitment overtones. I argue that the novel's well-crafted narrative multiplicity is an allegory of the idea of "accountability." By putting the accounts of various narrators under scrutiny, the text seeks to hold them accountable, corroborating thereby Berrada's vision of narrative transparency at the textual level and his commitment to socio-political transparency at the extra-textual level. Indeed, Berrada has created a novelistic world that serves as a microcosm of his native Morocco, where flawed characters are reflections of the social and political ills besetting the country post-Independence. The novel's maneuvering at the technical level ultimately serves the goal of achieving transparency and integrity in addition to demonstrating, aesthetically, that truth is relative and that doubt is a vital element in how people should perceive themselves, others, and the world at large. Additionally, the novel's inclusion of characters with contradictory behaviors, attitudes, and traits is in concert with its investment in Freudian concepts regarding the idea of a fractured/fragmented subjectivity. The novel's forays—albeit in a measured fashion—into taboo topics, such as sexuality and homosexuality, demonstrate its commitment to the question of free speech.

Corpus of Czech Prose of the Nineteenth Century

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In my contribution, I focus on corpus methods in literary science, especially on ones associated with the Czech prose of the 19th century, which significantly thematizes Prague. The corpus of Czech prose of the 19th century is building for this target and their parameters are especially suggestive. The corpus has two main parts, one concentrates on literary cartography maps of fictional spaces, second on quantitative models of narrative speech, motifs analysis (word clouds) and some others quantitative research parameters, which are useful for formal DH analysis of this special set of literary texts. In my contribution I will present not only all of corpus parameters, but on chosen examples I demonstrate usefulness of chosen tools. The corpus of Czech prose of the 19th century represents a type of Digital Humanities research, a Digital Literary Studies project. The results of this project are on the one side a digital database of literary texts and on the other side the tools for their analysing and interpretation.

Critical Cultural Studies

Is Jim Halpert Looking at Me?: The Jim Halpert Gaze and the Insurgent Enlightenment of the American Sitcom

[Cooper Casale, Student, PhD, University of Tulsa, Oklahoma, United States](#)

It's entirely possible to watch all nine seasons of The Office without asking the obvious: Is Jim Halpert Looking at Me? The gaze hardly ever breaks the shell of our attention. The covert character of The Jim Halpert Gaze is in many ways the model of neo-liberalism itself. It's covert, uniform, efficient, and repeatable. It's a performance of constant, welcomed intrusion, which theatre abstracts into intentional technique: a break in the fourth wall. Something of a practical joke, the break in the fourth wall alerts the audience to the fact that both the actors and the audience are always playing socially determined roles. In The Office, however, that joke isn't funny anymore. The fetish character of the Jim Halpert Gaze emerges. Jim Halpert is one of us; we are one of him. We care about Jim; he cares about us. We are, by the sentimentality of the American sitcom, reminded of our devotion to brotherhood, to family. By abolishing the individual and reinstalling it as an accident of a much larger phenomenological type—mankind, society, Christianity etc.—the liberal order mutilates interpersonal relationships into universal patterns of exchange. Jim's gaze becomes a repeated intrusive thought. It repeats its solemn command and instructs us thus: the well-adjusted enlightened subject must become utterly resigned to revile those around it; to dismiss the naïve exertions of others as stupid and embarrassing; to find success in the image of the pitiless scientist, the capitalist boss, and the fascist father.

Reinterpretation and Representation of Exotic Image in the Works of Jules Verne and Victor Segalan

[Wen Hui Chang, Assistant Professor, Department of Applied Linguistics and Language Studies, Chung Yuan Christian University, Taiwan](#)

The paper explores the reinterpretation and representation of exotic image in French literature. This paper takes the image theory as the main research theory from the perspective of Chinese image in French literature and art works through the period : Les Tribulations d'un Chinois en Chine (1879) of Jules Verne (1828-1905) and René Leys (1921) of Victor Segalan (1878-1919). The intertextuality sums up the evolution of the Chinese image in France, and raises a question behind the image: Is it the “addiction” of Western society to the Eastern society? Or is it another reflection and “interpretation” of his/her native culture? The relevant conclusions of this project are expected to contribute to the cultural exchanges between China and France, and can also carry out follow-up academic research topics, which can be regarded as another study of Sino-French cross-cultural research, as an opportunity to trace back to the Chinese image in French literature and art in the 18th century. At the same time, it can be further explored for the flipping or transformation of Chinese image in today's popular culture.

Addressing the Unseen Power: An Ethnography of Machine Life

[Karla Erickson, Professor, Sociology, Grinnell College, Iowa, United States](#)

"The point is not just to look between these categories, but to pay closer attention to the surfaces themselves." (Benjamin, *Race After Technology* 2019:44). In the movies, the Terminator shows up at the door with a gun. But that's not how it happened this time. Algorithmic injustice, the concretizing of inequality via surveillance capitalism, seeps in, barely recognizable and we find ourselves already nudged, studied and directed, with little insight into the social control mechanisms that are gathering and moving ever closer to our interiority. No gun was needed, sometimes in the face of the listening, observing, and recording infrastructure of a wired world, we even swoon before the new power that seeks to sell to and direct us. How do we condition ourselves to recognize and resist existing harm and prevent future intrusions into the very stuff of human existence? I have been building epistemological tools to understand this crisis, connect to human rhythms and build collective tactics to redress the unseen powers that seek to concretize inequality. My students and I have developed a method for "peering into" machine/human relations. I introduce and apply that method to a self-check machine and a Paro robot (baby seal that is used in nursing homes) to surface the anti-Black, mysognist and colonizing intentions of the seemingly mundane, and seemingly innocuous machine life to which we are adapting. Using ethnographic tactics related to embodiment and sensory exploration, I compare these two devices to the humans they propose to extend, charm, and nudge.

Flirting with the Just Despot: Reem Bassiouney's Mamluks Trilogy

[Hala Ghoneim, Associate Professor, Languages and Literature, University of Wisconsin-Whitewater, Wisconsin, United States](#)

In 1899 Muhammad Abdu (1849-1905), who is considered by many to be a pioneer of religious renewal and reform, proposed that the advancement of the East can only be achieved at the hands of a "just despot," who "imposes his views on the masses by force if they do not choose the pursuit of happiness by their own free will" ('Abdu 1899, 54–55). The idea of the "just despot," oxymoronic and undemocratic as it is, has started to gain ground among secular elites in after the January 25, 2011 Egyptian Revolution. Fearing that the post-revolutionary democratic process may facilitate the establishment of an Iran-style religious fascism, Egyptian intelligentsia supported the 2012 uprisings, which ultimately reinstalled the very military dictatorship the January Revolution had ousted. A military dictatorship that maintains stability appeared to be an attractive alternative to religious fascism that targets literature and art. After all, it is more favorable to secularism, or so at least it seemed to the Egyptian intelligentsia at the time. This paper interrogates the concept of the "just despot" and critiques one attempt to embrace and justify it. A close reading of Reem Bassiouney's historical fiction *Mamluks Trilogy* (2018) deconstructs the proposition that a "just despot" may be the answer to old and new problems. The concept is especially detrimental to women.

Embodied Oppression and Activism: Dance, Agency, and Identity in Marginalized Communities

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Restrictions enforced by the Covid-19 global pandemic have created countless challenges to marginalized communities. Within the first few months of the pandemic, the Centers for Disease Control and Prevention (CDC) reported that ethnic minorities experience higher rates of morbidity and mortality than White, non-Hispanics. The movement to reconstruct our societies and bodies in the anticipated wake of Covid-19 and the world that emerges “after” is palpable. As we uncover methods of navigating interpersonal relationships and recover from the effects of the pandemic, our bodies continue to help create and frame our experiences and the narratives we construct about ourselves and others. Our nonverbal communication patterns, beliefs about body norms, feelings of connection, and identification with our bodies are all deeply affected by our assigned membership in different social groups and the privileges associated with that membership. Through dance and embodied practices, the body is able to translate experiences into a framework that allows for the transmutation of meaning through embodied consciousness. However, existing models of activism have not been particularly attentive to the body's importance in responding to oppression. While embodied activism is not substitute for legislative reform, there is growing research to support that dance and embodied experiences are critical agents in the reconstruction of body stories. This paper reviews dance as a public practice of embodied activism and highlights the importance of embodied therapy and historical digital dance archives in marginalized communities.

Technological Affect and ‘General AI’ Imaginations

[Dora Kourkoulou, Student, PhD, University of Illinois at Urbana-Champaign, Illinois, United States](#)

While humanity has surrendered, not without initial resistance, to automation of processes and workflows, the idea of ‘general AI,’ technology with the capacity to learn, create, and stand in place of human relationships in imperceptible and unpredictable ways are still met with mixed feelings of anticipation and fear, provoking contemplations on the redefinition of ‘human.’ In this context, the digital humanities can play a crucial role in the imagination and critique of such technologies, and decisively influence their development into the next stage for the decades to come. Critical Code Studies, as a field within the digital humanities, provide an intervention that can potentially highlight the gendered, racial and class ideological foundations of affective AI technology, code writing and its amplifying discrimination mechanisms, and demonstrate its imbalanced impact across populations. Based on this code-centered interpretive methodological framework, my presentation will take a ‘friendship’ chatbot, Replika AI, as a case study of neural network architecture machine-learning programming, its history and imaginations, and the multiplicity of sites that researching it can occupy. To early mythological imaginations of such affective technology and the contested territory that constitutes its training data body, the question of affect, rather than feelings or emotions, offers an emerging space of action for humanities research and activism. This is because its modern exclusion from bodies of knowledge has allowed it to thrive within underepresented in technological spaces groups, but also because its transmission and translation still constitute equally unpredictable as market-valued spaces with ambivalent practical implications.

Cultural Studies in Higher Education: Assessments, Learning Outcomes, and Scope

[Rishab Manocha, Associate Professor, School of Fashion and Textiles, Pearl Academy, Rajasthan, India](#)

When teaching students from diverse backgrounds, believe it or not, I am still asked, ‘what is cultural studies?’, ‘is it important?’, ‘what will we learn?’ This is my second year in taking up this Merged Module with students from Mumbai, Jaipur and Delhi Campuses. In this paper I respond to Teaching, Learning and Assessment observations that I have made, by proposing areas that can be improvised for better student engagement and outcomes. The paper is divided into three major divisions. The first one is concerned with the reasons for an interest in culture in the first place: why does it become an object of critical study? In answering this question I approach cultural studies as a particular segment within a wider field of study in the Four Year Fashion Design Program. Further I investigate its positioning to preceding and succeeding Modules, Learning Outcomes, Graduate Profile, and finally National and International Employability. The second and third divisions link the Module with selected Conceptual Frameworks, the former being Biggs ‘Constructive Alignment’ and the latter being ‘Self-Regulated Learning’ within which I also refer to Vygotsky’s ‘Scaffolding Theory’. Cultural studies now exists within a wider field of academic study and investigation and which has taken multi-faceted forms with inter-disciplinary subjects. My research questions come from a larger, often academic concern about the content, delivery, duration and assessment methodology.

Food as a Vehicle for Digital Interdisciplinary: A Model

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Because food is a commonality for all human cultures, intimately connected to all facets of daily life, history, economics, politics, and social identity, it is the ideal vehicle for interdisciplinary courses. And because there is so much information about food on the internet in many languages, it is easy to create classes that transcend disciplinary boundaries including everything from personal blogs to scholarly articles, government publications, educational videos, you tube videos, television programs, festivals, movies, historical and cultural sites, newspaper articles, literature, art, art history, scientific journals.... the list is endless. And it is possible to pull students into the cultures of multiple countries and cultures in a single class, which is imperative for a language like Spanish that includes twenty-one countries. Food allows you to touch aspects of culture and vocabulary that are not typically included in textbooks in a way that is meaningful to students. Food also allows you incorporate materials from various disciplines: film studies, music, literature, agriculture, biology, archaeology, sociology, political science, religion, plant DNA and taxonomy, animal husbandry, chemistry and more. And it is possible to make such a class experiential, by including recipes, grocery shopping trips, native interviews, class dinners and the like. This study provides a model of a successful graduate class that can be modified for undergraduates and looks at questions of organization, course design, challenges, assignment design and examples of primary digital sources as well as an opportunity for faculty to consider their own courses.

Silver, Gold, and Copper in the American Imaginary

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This paper explores the legacies of American mining. I approach the topic through the analysis and interpretation of select works of art (literary and visual) about silver, gold, and copper. "America" in this paper refers to both the Northern and Southern hemispheres. The artifacts central to my analysis thus include work by artists from Mexico (Diego Rivera 1986-1957), Chile (Patricio Guzman 1941-) and the U.S. (C. Pam Zhang 1990-). Combined, their creative output reflects the story of American mining from the mid-twentieth century to the present day. With an emphasis on the role the arts play in defining, critiquing and re-imagining America, my study reveals how closely the stories and legacies of mining in America are linked to the history of immigration, the myth of prosperity, and the destruction of the landscape. Given the centrality of these same concerns today, my paper concludes with recommendations about the role the arts might play in re-imagining and re-constructing the world we inhabit now.

Chinese Road Movies: Constructing Mobility as a New National Character

Jie Lu, Professor of Chinese Studies & Film Studies, Department of Mondern Language & Literature, University of the Pacific , United States

This is a study of Chinese road films which emerged at the beginning of twentieth-first century, a period corresponding with significant infrastructural transformation hallmarked by the development of the national highway system and wide ownership of cars. These situations produced a new context of mobility in both spatial and, symbolically, social terms. As a generic hybrid genre, Chinese road films use geographical and cultural displacements as a means to engage in multiple subjects such social and cultural critiques, identity, self-transformation, and home-returning. Like the highway system that connects all peripheral and border regions into a unified national landscape/space, road films remap those remote villages, mid-western and western regions, and mountainous areas into a national story of modernity and unified space of diversities, and film those local folks to represent authentic Chinese experiences. While focusing on individuals on the move, these films map out social mobility in geographic terms; the roads then become a site to construct mobility as a new and dynamic Chinese identity and social/cultural phenomenon. However, as a popular genre that emphasizes entertainment values, these films' critical cutting edge is often blunted by their eventual confirmation of the mainstream cultural values, ironically leaving some marginalized groups, particularly women, still marginalized, thus reconfirming the road films as a gendered genre.

Unearthing ‘Shared-Support’ Relationships Between Families and Educators: A Post-structural Case Study Underpinned by Foucault’s Power/Knowledge Relationship Theory Utilising Situational Analysis

Katy Mason, Student, PhD Candidate , University of Southern Queensland , Queensland, Australia

This research utilises a post-structural case study methodology, underpinned by Foucault’s power/knowledge relationship theory to investigate how early childhood professionals engage families in ‘shared support’ relationships. Proposing new directions and broader applications of conceptual frameworks and research methodologies, this research challenges existing methodological paradigms in case study design. The questioning of taken for granted ways of working have culminated in the development of a poststructural case study design, championing a Foucauldian application of Situational Analysis (SA). This unique application of new methodological perspectives extends on existing situational mapping by harnessing cooperative research-participant mapping processes that enhance the trustworthiness of research data while illustrating the multiple truths of those experiencing the phenomenon under investigation. In acknowledging the position of the phenomenon at the meso-level of a social-ecological model, Situational Analysis (SA) is utilised for its consideration of complex social contexts and influences. The Foucauldian lens framing this study supports data analysis that exposes the multiple truths of those living the experience of ‘shared support’. Thorough deconstruction of discourse provides a critical approach through which the power-knowledge nexus in family-educator relationships can be understood. The findings of this study will shed new light on understandings of family engagement both theoretically and in practice. Methodologically, a Foucauldian underpinning provides opportunities to expand poststructural case study design in humanities, social science and educational research, specifically the harnessing of participant involvement in SA mapping processes.

Transforming Expertise: How “Knowledge in the Making” Can Revitalize Humanities Education

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This paper explores how unduly narrow definitions of expertise have undermined efforts to revitalize humanities education, and likewise offers a remedy—one that comes from an unexpected quarter. Traditional views define expertise as mastery of domain content. Knowledge lies, as it were, in an archive. However, new interest in Science, Technology, Engineering, Arts, and Mathematics (STEAM) education, engaging the arts and writing, can point us to recovering a complementary understanding of expertise, one that has forgotten roots in our own humanistic traditions. If we assume that adding the arts implies but one more dimension to the traditional Science, Technology, Engineering, and Mathematics (STEM) fields, we have thoroughly underestimated the transformative potential of STEAM. STEAM’s transformative power lies in helping us reframe the very notion of expertise. STEAM education can point the way to a revitalized humanities education. It gives voice to a tacit rhetorical education that underlies and makes possible disciplinary mastery in ways that highlight design thinking and the rhetorical arts of invention. Were we to embrace a complimentary form of expertise—knowledge in the making—we could also recoup an often forgotten, rhetorically-inspired dimension of humanities education itself: the generative role of craft (*techne*) and practical wisdom (*phronesis*) in knowledge making. The archive can also become a maker space, inviting design thinking. An enriched notion of expertise as “knowledge in the making” has implications for how the humanities see themselves and their place in the university and society, and likewise presents opportunities to rethink curricular design and pedagogy.

Policing Memory : Holocaust Remembrance and Social Media

[Daniel P. Reynolds, Professor, German Studies, Grinnell College, Armed Forces Americas, United States](#)

This paper examines the role of social media in regulating collective memory of the Holocaust. The paper first gives an overview of the online presence of several key institutions (The Auschwitz-Birkenau Memorial Museum, the US Holocaust Memorial Museum, Yad Vashem) to discuss the growing reach of Holocaust remembrance in this new platform, and the efforts by these institutions to balance their immediate political contexts with their goal of promoting historically accurate representations and commemorations. The paper then explores the underlying tension between the institutional goals and the democratization of knowledge that the online environment encourages. Do social media platforms uphold the authoritative versions of history presented by historically central institutions of Holocaust study and remembrance, or do they undermine it? How do these and similar institutions use social media to “police” remembrance, i.e. to declare statements legitimate or false? Do individual commenters ultimately subvert or reinscribe the authority of expert knowledge? And finally, what do social media platforms tell us about Holocaust memory in the digital age? This paper ultimately takes a critical view of the reliance on social media as a means for producing useful knowledge.

Sound, Motion, and the Brain: Movement Improvisation and Brain Activity Forming an Experimental Performance

Ioannis Sidiropoulos, Student, Doctor of Philosophy - Victorian College of the Arts, The University of Melbourne, Australia

This paper presents the interdisciplinary practice-as-research project and its methodology, which examines the effects of auditory perception on movement improvisation, and how this informs the creative process of an experimental performance outcome. It hypothesises that there can be a measurable data-based relationship between heard sound(s), brain activity, and movement response(s). The central questions are how sound affects the brain during the creation of improvised movements and how these sounds influence the performers' movement choices (actors and dancers). This research combines contemporary dance and physical theatre improvisation with cognitive neuroscience, exploring how responding to sound stimuli is expressed through embodiment and brain activity. Data is gathered through individual movement improvisation from 10 performers based on recorded music and individual fMRI scanning while listening, imagining, and watching movement improvisation in specific tasks. The gathered data is compared and correlated, forming data sets to develop an experimental performance.

Collectors and Tradition Bearers from Italian Insular Spaces in the Mid-Nineteenth Century: Women's Pioneering Role in the Preservation of Folkloric Narratives in Sicily and Sardinia

Elena Emma Sottilotta, Student, PhD Candidate , University of Cambridge, United Kingdom

After the Italian Unification in 1861, the centralising forces aimed at creating a sense of national belonging went hand in hand with a growing interest towards local traditions. The power struggle between central and marginal dimensions are evident in the practices surrounding the collection of folklore in the post-Unification period. The emergence of this new field of research, in which comparative, philological and anthropological approaches were converging, celebrated the unity of the Italian nation while simultaneously emphasising its diverse regional and linguistic composition. The fragmented nature of the new-born Italian state engendered a multiplicity of centripetal contributions to the field of folklore studies, which were fueled by a complex mosaic of deeply grounded regional perspectives. Such drives, albeit emerging throughout the Italian peninsula, were particularly prolific in Southern Italy and in the Italian islands. This paper is primarily concerned with the recognition of women's contribution to folklore studies, with an emphasis on collectors and traditions bearers from peripheral contexts in Sicily and Sardinia. These female folklorists challenged the prejudices of the time, which precluded women from public exposure; some of them managed to impose themselves on the folkloric scene, despite orbiting around a world dominated chiefly by male scholars. By focusing on the preservation of popular traditions in the two Mediterranean islands from a gender perspective, this study aims to highlight women's pioneering role in the perpetuation of local folkloric narratives, which were charged with a strong cultural and political resonance at this historical juncture.

Cultural Interactions Formed Environmentalism: Religion, Race, and the Environment

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Environmentalism has become an important contemporary part of many cultures, but the problematic foundations of this movement, including religion and race, must be explored to better understand the current movement. With emphasis on various indigenous cultures, European colonization, and the enslavement of Africans, including their various religions and nature-oriented perspectives, over the past half millennia, modern environmentalism can be better understood. By examining various histories, I have sought to synthesize various worldviews to gain a comprehensive understanding of environmental history. Wilderness has evolved from being perceived as satanic to sublime to necessary for human life. Likewise, conservation developed from essentially religious roots, where park creation, forest preservation, and agriculture improvement were paramount, to the modern environmental movement, where the implications have substantially grown. Unfortunately, much of the environmental movement is rooted in racism, as colonization and dominion led to manifest destiny. As the environmental crisis evolved, many solutions have been put forth, including homesteading, dark green religion, civil earth religion, and island civilizations. The future is uncertain, but history has shown an increasing care for the environment, life-sustaining systems, and cultural diversity.

The Importance of Art Festivals and Exhibitions in Soviet Public Life During Perestroika: The Art Holiday - Narva 88

Ketevan Tsetskhladze, Student, PhD, Tbilisi State Academy of Art, Tbilisi, Georgia

The purpose of my research is to discuss the role and importance of Art Festivals and Exhibitions in Soviet Public life during Perestroika period, which was an important time for post-Soviet countries. In general, the social-political events which occurred in the 1980s touched all aspects of living, including cultural life. Non-official art was exhibited in private flats, studios and in open public spaces; however, it appeared in state museums and exhibition halls very rarely even in times of perestroika. After the non-official art emerged from the “closed” local context and was presented in international exhibitions it became visible to the general public. The existence of non-official art in daily life propagated the allowance of “different” and indicated the possibilities of the transformation of the existing system. In my study, I focus on one of the most interesting and important events held in Narva, Estonia in 1988. The avant-garde art festival was organized by N. Ziterova, in which avant-garde artists from the former USSR republics of Georgia, Belarus, Estonia, Russia, Kazakhstan, Armenia and others took part. Research is based on documentation which is kept in the Narva art museum and private archives and has never been profoundly researched before by scholars.

Civic, Political, and Community Studies

Slow and Steady: The Inception of a University Committee to Promote Diversity, Equity, and Inclusion

Rosalie Barrera, Senior Lecturer of Spanish, Department of Modern Languages and Cultures, Baylor University, Texas, United States

In the immediate aftermath of the public murder of George Floyd in May of 2020, academic entities scrambled to determine what they could do at a micro level to address the macro-level racial issues of systemic racism and societal inequality. At many universities (including mine), departments and academic offices took up the mantle by creating Diversity, Equity, and Inclusion (DEI) Committees. In the fall semester of 2020, our department chair convened a DEI Committee and asked me to chair it. As I have no formal education in this form of work, I accepted the role with trepidation. Now, over one year into the endeavor, I would like to share my experiences and advice. In this paper I share the work our committee has done since its inception. I share our reading list, our website, and our carefully crafted objectives. I also share our recent events as well as the activities that are in the works in order to help us meet the stated objectives.

NATO's Internal Deepening, Endurance, and Expansion: Economic Incentives and Gains as an Explanatory Complement to Realist Alliance Theory

Nikoloz Esitashvili, Professor, Politics and Diplomacy, Georgian Institute of Public Affairs (GIPA), Georgia

NATO endured the end of the Cold War in 1991, its members deepened their commitment to the alliance, and it expanded considerably. Its survival fundamentally challenges the logic of realism, prompting two essential questions. First, is it possible to salvage realist alliance theory in the face of its apparent failure to explain NATO's continuing operation? This paper contends that realism is repairable and salvageable in this context. Second, if realism is still a viable argument about NATO's endurance, how can it explain it? This study adds a complementary and still-missing explanation to realism based on economic incentives and gains. It argues that economic considerations such as the high cost and complexity to research, design, develop, and produce cost-efficiently modern, sophisticated, and technically complex weapon systems represented a substantial financial undertaking for NATO's great power members. The unparalleled economic burden prompted allies to pull resources together instead of seeking security unilaterally or through other alignment alternatives. The economic imperative of the modern defense industry is an essential and overlooked variable among realist and non-realistic perspectives. Economic incentives affected in unprecedented ways the strategic calculus of NATO's great powers and, thus, causes their increased commitment to the alliance, its endurance, and expansion.

Volunteering, Altruism, and Activism: Human Citizenship and Ways of Belonging

Rosemary Joiner, PhD Candidate, School of Arts, Federation University, Australia

This paper is based on my practice based research study which employs the artefact-exegesis model to write a young adult novel which explores the impact of volunteering. Informed by my own experience in industry and community immersed in volunteering, altruism and activism, my study attempts to capture the impact of volunteerism through narrative storytelling. This paper explores what states of belonging can be sought and found through volunteering. Through practice based creative research, I have written a novel which attempts to fill the research gaps by telling the real stories of the impact of volunteering. In this unique time in history, when volunteering can be a radical act, what can volunteering, altruism, and activism tell us about citizenship, identity and belonging?

Revolutionary Aristotelianism: Practical Reason and the Virtues of Social Resistance

Egidijus Mardosas, Postdoctoral Research Fellow, Department of Philosophy, Vilnius University, Lithuania

In this paper I discuss Revolutionary Aristotelian (RA) social philosophy and propose a direction for its further development. RA refers to the more radical readings of Aristotelian works of Alasdair Macintyre, readings that seek to develop Aristotelianism as a form of a critical theory of society. In my paper I seek two objectives. First, to discuss the notion of practical reason as developed by RA and to show its importance in the context of contemporary social conflicts. Central to this understanding of practical reason is the idea of virtues as certain qualities of mind and character that allow people to pursue their individual and collective flourishing against the corrupting power of market and state. Here I acknowledge a certain limitation of RA so far: that the place of social and political conflict for the development of practical reason remains insufficiently developed. Thus, secondly, I propose that in order to advance RA we must develop an account of what I name as "the virtues of social resistance".

Andean's Children in Brazil Not Learning Any Language as a Symptom : A Participatory Action Research as a Method to Face the Socio-political Dimension of Suffering

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In this paper, we will present a part of doctoral research in which we accompany the immigrant's schooling in São Paulo city, Brazil. In our research we noticed that many immigrant children aren't learning any language, many of them are diagnosed into the Autistic Spectrum Disorder (ASD) or under suspicion. We initiate, two years ago, a participatory action research in some schools, in which we problematize the construction of this symptom. We insist on comprehending this production as a social production and not as an individual disease. We support a theoretical framework based on Freudian and Lacanian psychoanalytic theory, but emphasising the dimension of the politics in the psychoanalytic practice. Being more precise, we support a clinical-political psychoanalytic practice that encourages a necessary dialogue with other fields of knowledge and that encourages, as well, the deepening of concepts and the creation of clinical devices compatible with socio-political dimensions of suffering (Rosa, Estêvão & Braga, jul/set 2017). Thereby, in our participatory action research we developed a clinical-political psychoanalytic practice that dialogues with the educational field, considering all the specific points of these institutions. Sustained by this theoretical framework, we intent to discuss in our paper the issue of "not learning any language as a symptom" as an effect of being placed inside the social bound (Lacan, 1992) in an undervalued manner. Can the symptom of not learning any language be comprehended as a denunciation of this socio-political dimension of suffering? Guided by this question we develop our paper.

The Roots of International Community: World Opinion and the Threat of International Isolation

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This paper first surveys the failures of international law and such approaches as realism, liberal internationalism, and the English school to create a suitable model for international community. I note that global institutions, regardless of how democratic we perceive them to be, do not create global communities; global communities create global institutions. Similarly, international law does not define international community; laws do not make communities, communities make laws. Otherwise, would have no boundaries, especially on the global level. The next part explores the nature of national identities and their link to world opinion and a nation's international image. Even its most ardent defenders admit that a vague sense of group identity exists in the international community. A prerequisite for the existence of an international community is the threat of global isolation, as community is defined, in part, by those excluded from it. Often, nations collectively practice isolation through indirect, or "soft", sanctions including criticizing the image of the targeted nation, questioning the nation's reputation, and other more abstract strategies. I conclude that the potential for such isolation provides boundaries for an international community, as shown by the United States's experience recently.

The Environmental Efficiency of Agricultural Firms in Mediterranean Countries: A Comparative Analysis

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Climate change and global warming become great policy issues in the world in general and in agricultural production due to the full dependence of these activities on climate conditions. Economic agricultural activities produce not only desirable outputs (e.g., food) but also undesirable outputs (e.g., CO₂ and methane emission, etc.). The important policy issue is how each Mediterranean Member State of the European Union can balance agricultural economic development and environmental protection to attain sustainable development and food security. This study evaluates the environmental efficiency of Mediterranean agricultural firms in European Member States. The methodology includes a stochastic frontier model where Gross Value Added of Agriculture (GVAA) is considered as the desirable output and Greenhouse Gases emissions as the undesirable output emissions from agriculture (gigagram CO₂ eq.). The inputs include agricultural land, employment in agriculture, and agricultural investment. The paper analyses three periods, namely, 2006; 2014, and 2020. The results prove that on average the Mediterranean agricultural firms have in general a high to medium level of environmental efficiency besides occurs some differences among countries. The comparative analysis among CAP periods also shows a slow improvement of environmental efficiency of Mediterranean agricultural firms among countries. However, the countries with more contribution to Gross Development Agricultural Product presents in general low levels of environmental efficiency. That represents a conflict between environmental and economic sustainability and represents a great challenge in the future in terms of CAP policies and institutional measures to promote agricultural sustainability.

Not in Plain Sight: Using Technology to Stalk and Harm Without Accountability by the Courts

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Accountability for perpetrators of harassment or domestic violence, including stalking requires courts to be well-informed on the different types of technology and how technology is utilized to stalk and harm victims. Courts generally are not on the forefront of technology and do not understand technology. Without a solid understanding of technology and how it is perpetrated to stalk and harm others, perpetrators will not be held accountable by the courts. Since stalking through the use of technology is often not done in plain sight, courts are less willing to hold perpetrators accountable because they misunderstand how technology is used to harm others and the impact of that harm. In the ever-revolving evolution of technology exacerbated by the pandemic where courts are forcing victims to utilize remote technology in their court cases, perpetrators are also using technology to stalk and harm under the auspices of the judiciary. Domestic violence is nuanced. It is often carefully orchestrated and manipulated by an abuser who has honed her/his talent of blaming the victim, and providing believable explanations, to the technology novice. This paper explores, through hypothetical case studies, the lack of accountability by the courts of perpetrators who use technology to stalk and harm their victim. In addition, it explores safe guards for the courts to put in place to minimize the harm to victims in the court's decisions that involve harassment or domestic violence, including stalking.

Declassified Intelligence Archives, Transitional Justice, and Memory Construction: A View from the Humanities

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On 12 April 2019, the U.S. government handed over to representatives of the Argentine government over 47,000 pages of declassified U.S. records pertaining to Argentina's last military dictatorship (1976-1983). The ceremony represented the culmination of an effort begun by President Obama following a scheduling faux pas: his planned visit to Argentina in March 2016, on the 40th anniversary of the coup. The resulting effort to improve bilateral relations through declassification diplomacy represented a win primarily for the human rights community that for decades had been seeking information about the fates of the disappeared. The documents released included the most sensitive intelligence records and promised to fill in missing puzzle pieces about the structure of the repression as well as the fates of countless victims; these details would not only prove invaluable for the ongoing human rights trials of accused perpetrators, but for regime survivors and their loved ones, as well as historians and scholars of memory. While the records were declassified and made public through an intelligence community portal ([Intelligence.gov](https://intelligence.gov)), navigating them presents a challenge even for seasoned practitioners. Cognizant of the need to facilitate access and amplify the Argentina Declassification Project's reach, William & Mary partnered with the National Security Archive in Washington, D.C. to review, analyze, and organize the documents in searchable data bases. Together, as architects of memory, we have engaged the archive to advance the cause of transitional justice and have become active participants in the construction of our shared Cold War history.

Parents' and Educators' Preferences on the Content of a South Africa Community-based 3D School Group Work Bullying Programme: A Needs Assessment

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In a diverse cultural South Africa (SA) there is a broad variety of communities with different bullying intervention needs, since different communities in SA face different challenges, which could be linked to their socio-economic status. A lack of school safety is frequently a major impediment to learning. Children that bully at school frequently also bully at home. Bullying can be examined through the social-ecological system, the systems theory and eco-systemic perspective and the social-construction theoretical perspective theory. It has been found that bullying is equally prevalent and pervasive among primary school learners in SA, which later results in negative short- and long-term effects. National and international research studies that involve parents and educators for obtaining their insight on content of school bullying prevention programmes are minimal. The purpose was to conduct a needs assessment to obtain parents' and educators' preferences in terms of the content that are to be included or addressed in a potential three dimensional-bullying programme (3D-bullying programme) for parents, educators, and learners in a SA context. The researchers used a self-developed questionnaire and a cross-sectional survey at five schools with varying socio-economic circumstances. The methodology followed a quantitative research approach and a quantitative-descriptive survey design. The findings could be useful for developing a three-dimensional social group work school bullying programme to address bullying in primary schools.

Lost at Home: A Historical Social Network Analysis of the Italian Community in Post-Independence Libya, 1943-1970

[Maddalena Zaglio, PhD Student and Teaching Assistant, History, University of Geneva, Genève \(fr\), Switzerland](#)

To explain (i) the continuous and productive stay of the Italian community in Libya after independence and (ii) when and how their situation started to deteriorate, leading to their expulsion in 1970, I conduct a historical social network analysis on the Italian community. I assume that either (hypothesis 1) the Italian elite was integrated with the local elite, or (hypothesis 2) the Italian community as a whole was integrated in the Libyan society.^{[1][2]} For both hypotheses, I assume that the connections within and between the Italian community provided its members with a set of possibilities and constraints, hence a certain degree of power, which may have impacted the possibility to preserve and promote their interests, thus to stay in Libya after independence. To test hypothesis 1, I reconstruct the egocentric networks of the Apostolic Vicar of Tripoli, Camillo Facchinetti (1936-1950) and that of his successor, Vitale Bertoli (1950-1967), by studying their private correspondence, both on a quantitative (Python and Gephi) and qualitative level -to which I add complementary qualitative sources. To test hypothesis 2, I conduct a network analysis on the Italian community as a whole, extracting the quantitative data from the community's parish registers. Subsequently, I produce a "network prosopography", based on Italians' oral and material recollections. A first exploration of Mons. Facchinetti's private correspondence confirms the validity of my first hypothesis: Facchinetti's social network was crucial for the recovery of the Italian community in Libya after WW2 and for the Italian clergy to be spared from concentration camps.

Body and Belonging: The Role of Martial Culture in North Caucasian Allegiance and Identity

[Aliko Zangieva, Student, PhD, Princeton University, New Jersey, United States](#)

How should one make sense of the anti-Russian origins of Islamic governance in the North Caucasus, as Chechen troops in Ukraine profess their praise for Vladimir Putin amid shouts of "Allahu akbar"? To examine renegotiated notions of citizenship, belonging, and loyalty in the North Caucasus, this paper traces the continued reverence of masculine aesthetics in political legitimacy from the Three Imāms of the "murīd movement" (Ghāzi Muhammad, Hamzat Bek, and Shāmil) to the Head of Chechnya today, Ramzan Kadyrov. This paper relies on social media discourse analysis of MMA, UFC, wrestling, and boxing channels and employ field interviews with North Caucasian immigrant athletes in the United States to explore how North Caucasian autochthonous values of physical prowess and masculinity are used to renegotiate communal understandings of allegiance, gender, body, and violence. Today, the UFC is the last Western institution to maintain cultural links to the Russian "homeland" of the North Caucasian diaspora and is a crucial means of economic survival for immigrant athletes and their families. To understand the importance of martial culture among this migrant community is to uncover the subversive and unifying potential of the body as it relates to governance, spirituality, and ethnic identity in the current era of globalization.

Past and Present in the Humanistic Education

“Disinterested” and Critical: A Comparative Study of the Social Implications of Miu Fenglin and Matthew Arnold’s Literary Thinking

[Shenhao Bai, Independent Scholar, Independent Scholar, China](#)

According to previous scholarship, China's Xueheng literary group in the early 20th century is an antagonist to the then prevalent New Culture Movement as the former is claimed to insist on a conservation of traditional thoughts. Matthew Arnold's thinking is a major source of one representative figure of the Xueheng group, Miu Fenglin. A comparative analysis of the literary thinking of Matthew Arnold and Miu Fenglin suggests that both thinkers have actually shed light on how literature should be relevant to its time and transcend it with a pursuit of truth. With references to the thinkers' respective social backgrounds, the paper contends that their literary thoughts offer critical perspectives into the societies. By bringing in the cases of Miu Fenglin and Matthew Arnold, the study also intends to further the discussion of the role of literature in the society.

Transitioning from a Study Abroad Cultural Immersion Course to an On-Campus Culture Course: Lessons Learned from Online Language Teaching and Learning during the Pandemic

[Cathy Culot, Lecturer in French, Global Languages, Massachusetts Institute of Technology, United States](#)

This paper first shows how a study abroad language and culture course in Belgium was transformed into a regular in-person French language and culture course with the benefits of online teaching tools developed during the pandemic. Second, lessons learned from this transition of delivery methods for a culture course are discussed. Finally, suggestions for increasing the effectiveness of online and in-class pedagogical methods used to teach language and culture are offered.

"I'm Not That Person Anymore": The Covid Years Through Student Eyes

[Nancy Fox Edele, Rhetoric and Composition Faculty, English, University of West Florida, Florida, United States](#)

A new window of opportunity for disruption and change also opens the door to further growth and transformation possibilities. Parth Bhaka, student. Our struggles with Covid have not ended, and no one knows this reality more clearly than our students. Their writing – reflective; decisive; factual; nuanced; often heart-wrenching – demonstrates a keen recognition of how their lives have changed. As a small team of researchers in the Humanities we are proposing a multimodal, multimedia project that documents and explores students' experience of Covid through their artwork, music, and writing. We are looking at ways they come to terms with this critical and often traumatic time of isolation and social fracture by exploring their engagement in HIPs that enable them to build communities and create meaning and a sense of security together, as "they see what they have become when the world seemed to give them a reason to slow down" (Kathryn, UWF junior). We propose a study and analysis of these stories as examples of High-Impact Practices because that is what these stories have turned out to be, created by our students themselves. We emphasize the vital importance of validating our students' experience and establishing it as part of the public discourse, both in the classroom and the larger community beyond campus. In this respect these stories represent engagement and service beyond the self, and our student's stories are replete with this sense of connection, despite their frequent solitude.

Life Satisfaction in Emerging Adults: The Role of Emotional Intelligence and Spiritual Intelligence

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Emerging adulthood has been identified as a crucial stage in development (Arnett, 1998). Wood et al. (2018) defined what makes an adult as taking responsibility, making independent decisions, and reaching financial independence. The successful navigation of the "in-between" years (Arnett, 1998) may be determined by factors that impact personal and social relations, such as emotional intelligence and spiritual intelligence. This also has been implicated in work by Howard Gardner (1983), on the multiple intelligences, and Rachael Kessler (2000), on the increasing importance of spirituality in adolescence. There is evidence to suggest rising numbers of emerging adults suffering from anxiety and depression (LeBlanc Brown Henin, 2020). Also Gustavson, Knudsen, Nesvåg, et al. (2018), in a longitudinal study, found that presence of mental disorders in the twenties boded ill for continued mental problems later in life. Either anxiety about the future, depressive resignation, or a combination of both is more and more characteristic of emerging adults. While life circumstances around this time of life contain uncertainties, the extent to which they become debilitating, or at least dysfunctional, may depend on individuals' emotional intelligence and spiritual intelligence. This study is designed to take a preliminary look at whether there is a functional relationship among these factors and life satisfaction, toward the goal of suggesting areas of intervention/preventive strengthening against problematic anxiety and depression.

The Art of Geography/the Geography of Art

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[Cynthia Roberts](#), Owner/Artist/Independent Scholar, Cynthia Roberts Studios, New York, United States

The team-taught course. “Geography of art/Art of geography,” at Endicott College in spring 2016 explored the nexus of social studies in the humanities (and vice versa) and offers a template of interdisciplinary theory and practice. Art and Geography are distinct yet complementary ways of imagining, mapping, and exploring the world we live in. Both are primarily visual disciplines grounded in material reality but encompassing all aspects of the human experience and imagination. The course, comprising both social science and arts majors literally and figuratively traversed the campus, operating across disciplines and space. Considering both technical and creative aspects of each field, we interrogated physical and psychological spaces and their complex interdependence. We used a variety of texts (written, visual, and multimedia), guest lectures, site visits, activities, interventions, and fieldwork, to explore territories real and imagined and consider the interaction of place and human culture. Students experienced an immersive orientation and reorientation in these disciplines and learned to represent, interrogate, and meaningfully engage with the physical and social environment. The course concluded with a residency by public artist Ed Woodham, founder of the annual New York festival Art in Odd Places, and legendary feminist performance artist Linda Mary Montano, who gave workshops and curated an AiOP festival on the campus, with students creating site specific work and artist statements that connected the themes of the course. This case study addresses the themes of interdisciplinarity and the pedagogy of civic, political and community engagement through the interdisciplinary potential of humanistic education.

Changing Times: A Critical Examination of Time Constraints in the Composition Classroom

[Cara Miller](#), Associate Professor, English, Anderson University, Indiana, United States

Even before the challenges of the Covid-19 pandemic, the composition classroom was fraught with time constraints, both in terms of teaching objectives and assignment deadlines. However, as quarantines and varying degrees of online learning have disrupted normal classroom instruction, it has become even harder for students and instructors to stay on track in the timeframe of a 16-week semester. Students have reported feelings of confusion, isolation, lack of motivation, and anxiety as a result of the pandemic (Means & Neisler, 2020), all of which have posed challenges to their ability to keep up with coursework. This paper explores the topic of flexible deadlines and the potential consequences for teaching and learning. Tara Wood (2017) argued that despite composition’s efforts to stage and sequence writing assignments, standardized deadlines put some students at a disadvantage: “[W]e must pay attention to how we construct time; otherwise, we may enforce normative time frames upon students whose experiences and processes exist in contradiction to such compulsory measures of time” (pp. 260-261). This study focuses on ways to implement flexible deadlines into the composition (and humanities) classroom while adhering to the established course objectives and assignment structure. It also discusses the benefits and potential pitfalls.

The Power of Multimodal Pedagogy in Humanistic Education

[**Jacqueline Ng**](#), Associate Professor, Languages, Literatures and Linguistics, York University, Ontario, Canada

Learning can take place outside of the traditional classroom. It can be made meaningful and effective anytime and anywhere if students can actively immerse in Humanistic Education by maximizing their potentials in the learning process, applying their learned knowledge in real world contexts, and critically reflecting on their learning outcomes and experiences. This paper introduces the pedagogical design of an English for Academic Purpose (EAP) course that incorporates multimodal practices and cultural experiences to enhance English language learners (ELL)' academic trajectories and success. Building on the transformative multiliteracies pedagogy (Cummins, 2009), this case study discusses how ELLs develop their literacy skills and construct their cultural identities through multimodal activities including the creation of identity texts, academic blogs, and video reflections. This paper concludes with implications highlighting the potential values of multimodal pedagogy that can validate and affirm ELL students' pre-existing knowledge, engage them in meaning-making processes, and empower them linguistically, culturally, and intellectually in the new learning space.

Integrating the Humanities into Undergraduate Courses in Social Sciences

[**Bina Nir**](#)

In order to integrate and assimilate the humanities into social science curricula, I propose integrating "hybrid" interdisciplinary courses within existing curricula. In this way, interdisciplinary observation, critical thinking, and humanist thought can be embedded into the teaching of core social sciences courses at the foundation of the structured academic education that students acquire. On this basis, and in the spirit of this concept, I have successfully taught a number of courses over several years in the Department of Communication Studies at the Max Stern Yezreel Valley College. I propose to discuss one of these courses as a test case for how philosophy can be integrated in an interdisciplinary manner into social sciences BA programs. The course "Communication and Humanist Thought" combines the department's core discipline of communications studies with a humanities discipline (philosophy). Structured as an interdisciplinary course, it exposes students to critical humanist thought in the context of patterns of communication in society, public opinion, the individual and the crowd, etc. Throughout the course, students use philosophical texts to analyze cases from current communications, while expanding concepts and ideas beyond the classical theories taught in communications studies, with the aim of developing a broad, critical approach to this field.

The Madness Behind the Method: Teaching, Coaching, or Mentoring?

[Joe Perez](#), Senior Systems Analyst / Team Lead, Information Technology, North Carolina Department of Health and Human Services, North Carolina, United States

Take a closer look at the relational mindset in your company by asking yourself, “How can I improve my approach to educating and retaining my staff?” That’s a good question. Have you considered whether you should be pulling them or pushing them? Are you depending more on adhesion or cohesion? Is your focus on attention (teaching), adjustment (coaching), or accomplishment (mentoring)? Find out how each of those three approaches can help you get to where you want to be from where you are right now. Discover the relevance of the six nodes of the “Mad Structural Matrix” (emphasis, focus, goal, approach, summary, and relationship) when it comes to rethinking and enhancing your professional development strategy. Learn how to tell whether you have a method behind the madness, or if it’s more of a madness behind the method!

Culturally Responsive Teaching: Bridging the Gap between Social and Academic Language Proficiency

[Clarissa Rosas](#), Associate Professor, Education, Concordia University, United States

The student population in the United States is becoming increasingly culturally and linguistically diverse (CLD). This demographic shift has created concerns as the research indicates that many teachers lack the understanding of second language acquisition and the importance of academic English proficiency. This paper considers levels of language proficiency and evidence based instructional strategies that are effective when teaching English language learners.

Reimagining the Humanities with Technology: Culture, Language, and Virtual Reality/Augmented Reality

Aditi Samarth, Faculty, Creative Arts, Entertainment, and Design, Dallas College, Texas, United States
Daniel Dao, Full Time Computer Science Faculty, Engineer/Computer Science, Dallas College - Richland Campus, Texas, United States
Hasmik Gharaghazaryan, French and Spanish Faculty , World Languages, Cultures and Communications, Dallas College, Texas, United States

“Tell me and I forget, teach me and I may remember, involve me and I learn.” - Xunzi In the current era of technological dominance, where the dependence on gadgets leads to the deterioration of memory and short attention span, it is imperative to shift from traditional courses to interdisciplinary approach, taking advantage of technological advances. An innovative approach would be an interdisciplinary course of digital humanities and language. Learning a new language relies on the culture, beliefs, and the worldview of the native speakers. It brings the learner closer to the new language by alleviating anxiety and creating a multidimensional and comfortable space. The advantages of the Virtual Reality/Augmented Reality, such as simulation of real-life situations, offer virtual cultural and linguistic immersion, a space for experiential learning that fosters awareness of diversity, critical thinking, memorization, language acquisition and internalization. Studies have shown that the psychology of effective language learning is based on the teaching methodology and learner’s motivation. Putting the new language in action in mind-expanding virtual activities, such as analyzing art, hearing music and song, exploring architecture while learning relevant vocabulary, will create an emotional attachment to the task, a memorable experience and will keep learners highly engaged through interdisciplinary studies. The possibilities of combining language with digital humanities courses are endless and can be offered at various levels.

Your Degree Is Useless on The Battlefield, or Is It?: An Incursion into Practical Transference of Theories and Concepts in Humanities Using Transfer of Learning (TOL) to Real Life Situations

Mrinal Sohoraye, Lecturer, Academic Affairs Division, Open University of Mauritius, Mauritius

The worldwide pandemic exposed the vulnerability of education in general. Humanities education has suffered a blow. Apart from going online, the new 'normal' called for adoption of a more evidence based practice (EBP) to teaching and learning. It goes without saying that theories in humanities are time and space bound; they are developed according to specific events or life events of the author and/or country in which the theory was elaborated. Students worldwide feel that the concepts described do not relate to their own specificity, especially across continents nor specifically designed for developing countries. This is a serious concern for all syllabi of university programmes. Developing nations cannot devise new programmes of study due to the amount of time and effort required. In addition, local experts are scarce. Nevertheless, due to dynamic socio-political situation, graduates in humanities have a crucial role to play with the different stakeholders. The aim of this study is to assess how students assimilate and adapt their learning to day to day practice with regards to Transfer of Learning (TOL). Results show that students adapt their intervention according to the situation at hand but acknowledge that prior learning of concepts is mandatory for effective EBP. It is thus highly recommended to continuously integrate case studies in the curriculum as a way to bridge the gap between learning and practice.

Communications and Linguistic Studies

Cultures of Writing and Peer Review

[**Andrea Feldman**](#), Teaching Professor of Distinction and International Student Coordinator, Program for Writing and Rhetoric, University of Colorado Boulder, Colorado, United States

University writing classes often use peer review as a guide to revision, yet they often do not inquire into the criteria on which that feedback is based. This paper discusses research conducted at the University of Colorado on the peer review of non-native English-speaking students' writing. The research includes interviews with college-level writing instructors, a study of pre-collegiate international student writing, and a survey of first-year native English-speaking students. The purpose of the research was to gauge how native-speaking first-year writing students assess non-native speaking first-year writing students' writing. In many of our English writing courses, we assign peer-review activities, and often assume that students are familiar with this practice from their high-school years. However, in many of our classrooms, we haven't discussed explicitly how to comment on peers' papers for revision. In practice, the results of this study suggest that peer review can be a helpful tool for native-speaker acceptance of multilingual and multicultural writing styles. The study found that other considerations, beyond linguistic conventions, affect peer review, as they do among papers written by native speakers of English. The main concerns of native English-speaking students among the non-native papers were in the use of emotional appeal, bias, and perspective, and they were not as bothered by surface or grammatical differences. A key component to a successful revision is trouble-shooting a text, considering multiple points of view, and presenting a fair-minded picture. This is done by encouraging the habit of critiquing, whether a published text or a peer's paper.

New Directions, New Minors: Building an Interdisciplinary Media Minor Offering Experiential Opportunities in Spanish-language Curriculum

[Kirstie Hettinga, Associate Professor, Communication, California Lutheran University, California, United States](#)

[Sheridan Wigginton, Professor of Spanish and Latin American Studies, Languages and Cultures, California Lutheran University, California, United States](#)

[La Verne Seales, Associate Professor, Languages and Cultures, California Lutheran University, California, United States](#)

In this research, we explore the planning and implementation of an interdisciplinary Spanish media minor that relies on leveraging existing resources to create new student opportunities at a small, private liberal arts university. In light of the institution's Hispanic-serving identity, the creation of this new program is intended to build upon recent student demand. This program yields new opportunities for experiential learning in the humanities through online media content creation and recognizes the growth of multilingual audiences in the United States. This new minor combines the social science field of communication and the humanities fields of Spanish language and Hispanic cultures. Through a case study approach, the authors discuss the creation and institutionalization of an interdisciplinary Spanish media minor as a framework for the development of other collaborative programs. The current program came to fruition through a process including developing curriculum, exploring financial feasibility, and situating the program in the university's mission and identity. Following a piloting of relevant courses in spring 2021, the faculty approved and the university ratified the new program for formal launch in fall 2021. The authors share outcomes such as enrollment and completion rates as well as internship and job placement rates; further, we discuss how other institutions can develop similar interdisciplinary programs.

Hybrid Community Literacy Traditions: The Indian Experience in South Africa

[Leila Kajee, Professor, Education, University of Johannesburg, Gauteng, South Africa](#)

Children today engage simultaneously with hybrid traditions of several communities, for example children learn to speak, read, and write different languages and scripts such as Urdu and English simultaneously (Rogoff and Correa-Chavez in Gregory et al, 2004: i). In home and community settings children may demonstrate complex language and literacy patterns and behaviors as they weave their way through multifaceted literacy activities, however, they may not show schooled literacy in the dominant language of the school per se, (usually English). These multiple literacies are often not recognized by schools that assume that parents who are literate in the dominant language are children's primary support in language and literacy, and that the levels of congruence between the home and school in such instances are narrow. The focus of this paper is to present a more nuanced perspective on Indian immigrant home literacy practices and their cultural models of literacy. I also examine the possibilities for literacy development. Drawing on interview and observation data from immigrant families of Indian background, this paper concludes that home literacy intersects with schooled literacy, that the families draw on cultural models of reading, and that religious literacy is important to both families.

Tweet for Peace: Twitter as a Medium for Developing a Peace Discourse in the Hands of the Greek-Cypriot and Turkish-Cypriot Leaders

[Christiana Karayianni, Postdoctoral Researcher, Psychology, University of Cyprus, Cyprus](#)

The study examines how the two Cypriot leaders – the Greek-Cypriot community leader Nicos Anastasiades and the Turkish-Cypriot community leader Mustafa Akinci –have used their Twitter accounts during the period leading to the intensification of the Cyprus peace process between 30 April 2015– 30 November 2016. This paper uses descriptive analysis and thematic analysis of how the two leaders have used Twitter in the negotiations' period. The analysis shows that the leaders during the timeframe examined, developed both pro-peace discourses around the Cyprus problem as well as parasocial and vicarious intergroup contact that contributed in what Hogg (2015) defines an intergroup relational identity that is an effective form of “bridging” leadership across communities. The paper argues that Twitter is a tool that in the hands of political leaders in segregated public spheres caused by yet unresolved ethnic conflicts, can become a useful tool for constructing both a positive meaning around issues concerning the rival sides as well as a tool for transforming opposing social identities in the formation of an “extended sense of self that includes the collaboration partner” (Hogg 2015, p.191).

Intercultural Communication: The Key to Revitalize and Promote Endangered Languages

[Karla Del Carpio Ovando, Professor, Department of World Languages and Cultures, University of Northern Colorado, Colorado, United States](#)

This study invites to reflect on different languages in danger of extinction. For this reason, concrete examples of languages in different parts of the world are stated. Also, the correlation between the areas with the greatest degree of biological diversity and the areas with the greatest linguistic diversity is mentioned; diversity mostly represented by indigenous languages. These as well as all languages in the world have the capacity to transform and adapt to new circumstances, that is, they are able to accommodate and respond to different communicative needs. Nonetheless, there are many languages that continue to be threatened due to various economic and socio-political factors that damage “the web of life” which is an expression to refer to the inextricable link that exists between biodiversity and cultural diversity, that is, biocultural diversity. The proliferation of research, policies and initiatives with a biocultural approach have made it possible to argue that the foundation of the web of life is diversity in nature, languages, and cultures. This should motivate the search for strategies that support linguistic and cultural diversity, for example, through education, the school and the teacher; a teacher who acts as a mediator and fosters intercultural communication. It is concluded that today more than ever quality education that embraces students’ linguistic and cultural richness is needed.

Portraits of an Insurrection: Global Media Perspectives on World Opinion Regarding the January 6, 2021 United States Uprising

Roberta Fiske Rusciano, Adjunct Associate Professor, Global Studies, Rider University, New Jersey, United States

Frank Louis Rusciano, Professor, Political Science, Rider University, New Jersey, United States

Lauren Harvey, Student, Rider University, United States

This paper studies global media perspectives on world opinion on the January 6, 2021 insurrection in Washington, D. C. It proceeds by collecting and analyzing news stories and editorials containing references to world opinion in international newspapers of record on the event using a pre-designed questionnaire. References included such explicit phrases as “world opinion”, “international opinion”, “global public opinion”, and other assorted synonyms; implicit phrases were more common and included cases where an opinion or action was attributed to the world. Past studies (Rusciano and Fiske-Rusciano, 1990; Rusciano, Fiske-Rusciano, and Wang, 1997; Rusciano 1997; and Rusciano, 2002) have suggested that while national origin does not determine a newspaper’s discourse, it provides clues to how certain issues are discussed and framed. This approach allows one to study how use of the concept of “world opinion” varies with nation, region, and historical context. Further, it deconstructs how world opinion as a concept conveys power in different media outlets. This study examines perceptions of world opinion on whether the insurrection threatened U. S. democracy, isolated the nation in the world, or affected the country’s international image. It concludes by analyzing how international news outlets’ constructions of world opinion affected the United States’ reputation and capacity for using “soft power” in global affairs.

The (Miss)Education of the Black Girl: Black Girl-Centered Collectives Impact on the Educational Resilience and Persistence to Higher Education

Tiffani J. Smith, Doctoral Candidate, Educational Studies/Applied Gender Studies, Claremont Graduate University, California, United States

Black girls are sixteen percent of the female student population, but nearly one-third of all girls referred to law enforcement and more than one-third of all female school-based arrests. As the aggression and violence of Black girls have increased in United States educational institutions, there has been an increase in Black girl-centered collectives to produce social change to their current conditions. Black girl-centered collectives are groups, spaces, or organizations dedicated to the lived experiences, memories, representations, and knowledge of Black girls and young women. As the punitive policies against Black girls have increased, there has been a rise in the development of collectives and initiatives for young Black girls and women such as: SOLHOT (Saving Our Lives, Hear Our Truths), the Dancing Dolls, BlackGirlsRead, and the Baltimore Leadership School for Young Women (BLSYW) Lethal Ladies. This examination employs a media content analysis on the Baltimore Leadership School for Young Women (BLSYW) Lethal Ladies and the impact the collectives have on the educational resilience and higher education persistence of Black girls in the organizations. The utilization of art, dance, media, social justice, and critical mentoring allow the Lethal Ladies to develop skills to combat the various forms of violence they experience in education to go to college.

Critical Incidents in Teaching Professional Editing: Perception, Practicum, Pivot

Claudette Coote Thompson, Curriculum Development Specialist and Adjunct Lecturer, Regional Headquarters and Department of Language, Linguistics and Philosophy, University of the West Indies, Jamaica

This paper presents the outcomes of a practicum substitution that a lecturer of Professional Editing made during the first year of the COVID-19 Pandemic. Through technology and networking the practicum was brought to graduate students. The medium through which instruction was provided also facilitated connection that resulted in simulation of a practicum placement and access to authentic academic manuscripts for practice. Another outcome that informed the design of this course emerged from the proactive planning with participants. Their willingness and initiative to identify feasible substitutes for the practicum, unearthed that their perception of academic texts was different from the emphasis of the course. Further their training, practice and grammarian orientation initially limited the scope for editing academic texts. Using content analysis of student reflection and two rounds of manuscripts editing practice by selected students, the writer identifies and discusses themes, describes the pivot, and graduate students' evolution from essay markers to emerging copyeditors of academic texts. The outcome of this qualitative inquiry has implications for professional writing pedagogy. The findings show instructors of communication and academic writing, ways to build on the existing language arts competences of undergraduate and graduate students seeking to retool.

Pedagogical Considerations and Evidence-based Practice for Improved Oral Proficiency in Intermediate-level French

Marie-Anne Visoi, Associate Professor, Teaching Stream, Department of French, University of Toronto, Ontario, Canada

The ability to speak a foreign language fluently is essential for university students who plan to use their oral communication skills in a bilingual career. The growing presence of technology-supported modules and online materials make it necessary to take a closer look at how the effective integration of these innovative tools can improve oral competency in French face-to-face courses and flipped classrooms. This study brings particular focus to pedagogical considerations and evidence-based practice shown to improve students' oral proficiency. The following classroom-tested strategies are presented and discussed: the use of Module tools allowing for combining sequences of course content with multiple-choice questions that help keep students engaged with course content and provide an opportunity to process important concepts in small chunks before their face-to-face course sessions. In addition, the implementation of a Vocabulary Quiz and Assignment tool designed for practicing presentational, interpersonal, and individual oral tasks as well as an online Discussion forum will serve to create and strengthen a student community and allow for a discussion of interests, future career plans and course-related experience beyond the classroom. Conclusions highlight the potential benefits of using online tools when planning future courses with a focus on oral communication.

Global English Meets Greek à la Mode: Glocalization Practices in Greek Fashion and Lifestyle E-magazines and Websites

Sophia Zevgoli, Assistant Professor and Academic Coordinator , English and Modern Languages & Institute for Hellenic Culture and the Liberal Arts, Deree - The American College of Greece, Greece

This paper explores a domain-specific hybrid register under development characterized by creative integration of English words/phrases into Greek text. While in the tradition of research on the impact of English on local languages, the study investigates how global English “collaborates” with Greek towards a hybrid register produced for a particular effect and a particular audience. For this purpose, it discusses and categorizes language data from Greek fashion and lifestyle e-magazines and websites, where English words/phrases are extensively employed (e.g. Stay tuned για πολλές fun & celebrate ιδέες...) and even co-occur with archaic Greek elements (Autό το red flag μπορεί... Τούτου λεχθέντος,...). The effects produced by these linguistic choices, which have not yet received much attention in the literature, and the reasons for them are discussed. This paper contributes to sociolinguistic discourse about the implications of the spread of English. Steering clear of viewing English as a threat to local languages, it considers whether this hybrid register under development may be viewed as resulting from the interplay between (i)the global spread of English, and (ii)the implementation of local linguistic practices. Seen through this prism of glocalization, fashion and lifestyle e-magazines and websites may be treated as a domain where global English and (formal/archaic) Greek enter a dialogic relationship as partners, which provides fertile ground for creativity and innovation inside the Greek language. Clearly, more quantitative data research is necessary before one is justified in speaking of an established hybrid register. This is the next step in this project.

Attendance List

Hadeer Aboelnagah, Prince Sultan University in Riyadh, Saudi Arabia
Salah Al-Haideri, Soran University
Christine Anton, Berry College, United States
Shenhai Bai, Independent Scholar, China
Rosalie Barrera, Baylor University, United States
Jacqi Berman, United States
José Borghino, International Publishers Association, Switzerland
Justin Bortnick, University of Pittsburgh, United States
Alexandra Bounia, University of the Aegean, Greece
Cristian Bratu, Baylor University, United States
Kezia Carpenter, A Picture's Worth, United States
Cooper Casale, University of Tulsa, United States
Wen Hui Chang, Chung Yuan Christian University, Taiwan
Frederic Conrod, Florida Atlantic University, United States
Panos Constantopoulos, Athens University of Economics and Business, Greece
Claudette Coote Thompson, University of the West Indies, Jamaica
Marissa Cruz Lemar, United States Naval Academy, United States
Cathy Culot, Massachusetts Institute of Technology, United States
Daniel Dao, Dallas College - Richland Campus, United States
Marquita De Jesus, Collin College, United States
Perry De Stefano, Spangler and de Stefano, PLLP, United States
Richard Dean, California State University Los Angeles, United States
Karla Del Carpio Ovando, University of Northern Colorado, United States
Maria José Palma Lampreia Dos Santos, Escola Superior de Comunicação Social - Instituto Politécnico de Lisboa, ISCTE-IUL DINÂMIACET, Portugal
Anouar El Younssi, Oxford College of Emory University, United States
Yukihide Endo, Hamamatsu University School of Medicine (Retired), Japan
Karla Erickson, Grinnell College, United States
Nikoloz Esitashvili, Georgian Institute of Public Affairs (GIPA), Georgia
Angela Espinosa Ruiz, University of Warsaw, Poland
Sarit Ezekiel, David Yellin Academic College of Education, Israel
Esther Fagelson, F1000Research/Routledge Open Research, United Kingdom
Sonia Farid, Cairo University, Egypt
Andrea Feldman, University of Colorado Boulder, United States
Roberta Fiske Rusciano, Rider University, United States
Nancy Fox Edele, University of West Florida, United States
Bernard Franco, Sorbonne University, France
Katerina T. Frantzi, Director of Laboratory of Informatics, University of the Aegean, Greece
Maria Gavrilidou, Institute for Language and Speech Processing of ATHENA Research Center, Greece
Marianthi Georgalidou, University of the Aegean, Greece
asmik Gharaghazaryan, Dallas College, United States
Hala Ghoneim, University of Wisconsin-Whitewater, United States
Tamsyn Gilbert, Common Ground Research Networks, United States
Thomas Girard, Simon Fraser University, Canada

Attendance List

Patrick Gouw, Leiden University, Netherlands
Michael K. Green, State University of New York-Oneonta, United States
Lauren Harvey, Rider University, United States
Grant Harvey, United States
Hanta Henning, University of the Free State, South Africa
Kirstie Hettinga, California Lutheran University, United States
Steven Hopkins, Swarthmore College, United States
Alan Hornos Kohl, University of Toronto, Canada
Evangelos Intzidis
Nishevita Jayendran, Tata Institute of Social Sciences, Mumbai, India
Ikea Johnson, Salve Regina University, United States
Rosemary Joiner, Federation University, Australia
Dr. Kenneth Jones, University of Illinois – Urbana/Champaign, United States
Hasan Kaili
Leila Kajee, University of Johannesburg, South Africa
Mary Kalantzis, University of Illinois, United States
Eleni Karantzola
Christiana Karayianni, University of Cyprus, Cyprus
Jonathan Kasler, Tel Hai Academic College, Israel
Khawar Latif Khan, North Carolina State University, United States
Michael Kilburn, Endicott College, United States
Dora Kourkoulou, University of Illinois at Urbana-Champaign, United States
Panagiotis Kousoulis, University of the Aegean, Greece
Evangelos Kyriakidis, Heritage Management Organization, Greece
Kay Li, University of Toronto, Canada
Lisa Loftis, St. Cloud State University, United States
Teresa Longo, William & Mary, United States
Asun López-Varela Azcárate, Complutense University Madrid, Spain
Jie Lu, University of the Pacific, United States
Rishab Manocha, Pearl Academy, India
Egidijus Mardosas, Vilnius University, Lithuania
Giorgos Markopoulos, University of the Aegean, Greece
Beatriz Marques Gonçalves, Centro de Estudos Sociais da Universidade de Coimbra, Portugal
Katy Mason, University of Southern Queensland, Australia
Alexander Mc Nair, Baylor University, United States
Christine McWebb, University of Waterloo, Canada
George Mikros, Hamad Bin Khalifa University, Qatar
Cara Miller, Anderson University, United States
Marianna Missiou, University of the Aegean, Greece
Jacqueline Ng, York University, Canada
Bina Nir, The Max Stern Yezreel Valley College, Israel
Rolf Norgaard, University of Colorado Boulder, United States
Catie-Reagan Palmore-King, Metropolitan Universities Journal, United States
Alex Pate, Common Ground Research Networks, United States
Joe Perez, North Carolina Department of Health and Human Services, United States

Attendance List

Richard Raymond, Mississippi State University, United States
Daniel P. Reynolds, Grinnell College, United States
Clarissa Rosas, Concordia University, United States
Frank Louis Rusciano, Rider University, United States
Kaila Ryan, Common Ground Research Networks, United States
Katherine Ryder, Baker Charter Schools, United States
Aditi Samarth, Dallas College, United States
Joana Sampaio Primo, Universidade de São Paulo, Brazil
Inga Sapunjan, University of Tartu, Estonia
La Verne Seales, California Lutheran University, United States
Samuel Seaman, Pepperdine Graziadio School of Business, United States
Jacob S. Shaw, Yale University, United States
Jacqueline Shea, Arizona State University, United States
Ioannis Sidiropoulos, The University of Melbourne, Australia
Tiffani J. Smith, Claremont Graduate University, United States
Mrinal Sohoraye, Open University of Mauritius, Mauritius
Elena Emma Sottilotta, University of Cambridge, United Kingdom
Evon Spangler, Spangler and de Stefano, PLLP, United States
Andrea Stone, Smith College, United States
Tony (Tone) Svetelj, Hellenic College, United States
Spyros Syropoulos
Katre Talviste, University of Tartu, Estonia
Silvia Tandeciarz, William & Mary, United States
Nikolaos Tapsis, University of the Aegean, Greece
Avalon Jade Theisen, Arizona State University, United States
Katerina Tiktopoulou, Aristotle University of Thessaloniki, Greece
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Monica Yndo, Concordia University Texas, United States
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Alika Zangieva, Princeton University, United States
Nektarios Zarras
Sophia Zevgoli, Deree - The American College of Greece, Greece
Cem Zeytinoglu, East Stroudsburg University of PA, United States
Richard Zmelik, Palacký University in Olomouc, Czech Republic

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Founded in 1984, Common Ground is committed to building new kinds of knowledge communities, innovative in their media, and forward-thinking in their messages. Heritage knowledge systems are characterized by vertical separations--of discipline, professional association, institution, and country. Common Ground Research Networks takes some of the pivotal challenges of our time and curates research networks that 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--these are deeply important questions of our time that require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations.

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

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The Common Ground Media Lab is the research and technology arm of Common Ground Research Networks. Common Ground Research Networks has been researching knowledge ecologies and building scholarly communication technologies since 1984.

Since 2009, we have had the fortune of being based in the University of Illinois Research Park while building our latest platform – CGScholar. This is a suite of apps based on the theoretical work of world-renowned scholars from the College of Education and Department of Computer Science at the University of Illinois Urbana-Champaign. CGScholar has been built with the support of funding from the US Department of Education, Illinois Ventures, and the Bill and Melinda Gates Foundation.

The CGScholar platform is being used today by knowledge workers as diverse as: faculty in universities to deliver e-learning experiences; innovative schools wishing to challenge the ways learning and assessment have traditionally worked; and government and non-government organizations connecting local knowledge and experience to wider policy objectives and measurable outcomes. Each of these use cases illustrates the differing of knowledge that CGScholar serves while also opening spaces for new and emerging voices in the world of scholarly communication.

We aim to synthesize these use cases to build a platform that can become a trusted marketplace for knowledge work, one that rigorously democratizes the process of knowledge-making, rewards participants, and offers a secure basis for the sustainable creation and distribution of digital knowledge artifacts.

Our premise has been that media platforms—pre-digital and now also digital—have often not been designed to structure and facilitate a rigorous, democratic, and a sustainable knowledge economy. The Common Ground Media Lab seeks to leverage our own platform – CGScholar – to explore alternatives based on extended dialogue, reflexive feedback, and formal knowledge ontologies. We are developing AI-informed measures of knowledge artifacts, knowledge actors, and digital knowledge communities. We aim to build a trusted marketplace for knowledge work, that rewards participants and sustains knowledge production.

With 27,000 published works and 200,000 users, we have come a long way since our first web app twenty years ago. But we still only see this as the beginning.

As a not-for-profit, we are fundamentally guided by mission: to support the building of better societies and informed citizenries through rigorous and inclusive social knowledge practices, offering in-person and online scholarly communication spaces

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Climate Change

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Climate change is one of the most pressing problems facing our world today. It is in the interests of everyone that we engage in systemic change that averts climate catastrophe. At Common Ground Research Networks, we are committed to playing our part as an agent of transformation, promoting awareness, and making every attempt to lead by example. Our Climate Change: Impacts and Responses Research Network has been a forum for sharing critical findings and engaging scientific, theoretical, and practical issues that are raised by the realities of climate change. We've been a part of global policy debates as official observers at COP26 in Glasgow. And we are signatories of the United Nations Sustainability Publishers Compact and the United Nations Climate Neutral Now Initiative.

Measuring

In 2022 we start the process of tracking and measuring emissions for all aspects of what we do. The aim is to build a comprehensive picture of our baselines to identify areas where emissions can be reduced and construct a long-term plan of action based on the GHG Emissions Calculation Tool and standard established by the United Nations Climate Neutral Now Initiative.

Reducing

At the same time, we are not waiting to act. Here are some of the “low hanging fruit” initiatives we are moving on immediately: all conference programs from print to electronic-only; removing single-use cups and offering reusable bottles at all our conferences; working closely with all vendors, suppliers, and distributors on how we can work together to reduce waste; offering robust online options as a pathway to minimize travel. And this is only a small sample of what we'll be doing in the short term.

Contributing

As we work towards establishing and setting net-zero targets by 2050, as enshrined in the Paris Agreement and United Nations Climate Neutral Now Initiative, and to make further inroads in mitigating our impacts today, we are participating in the United Nations Carbon Offset program. As we see climate change as having broad social, economic, and political consequences, we are investing in the following projects.

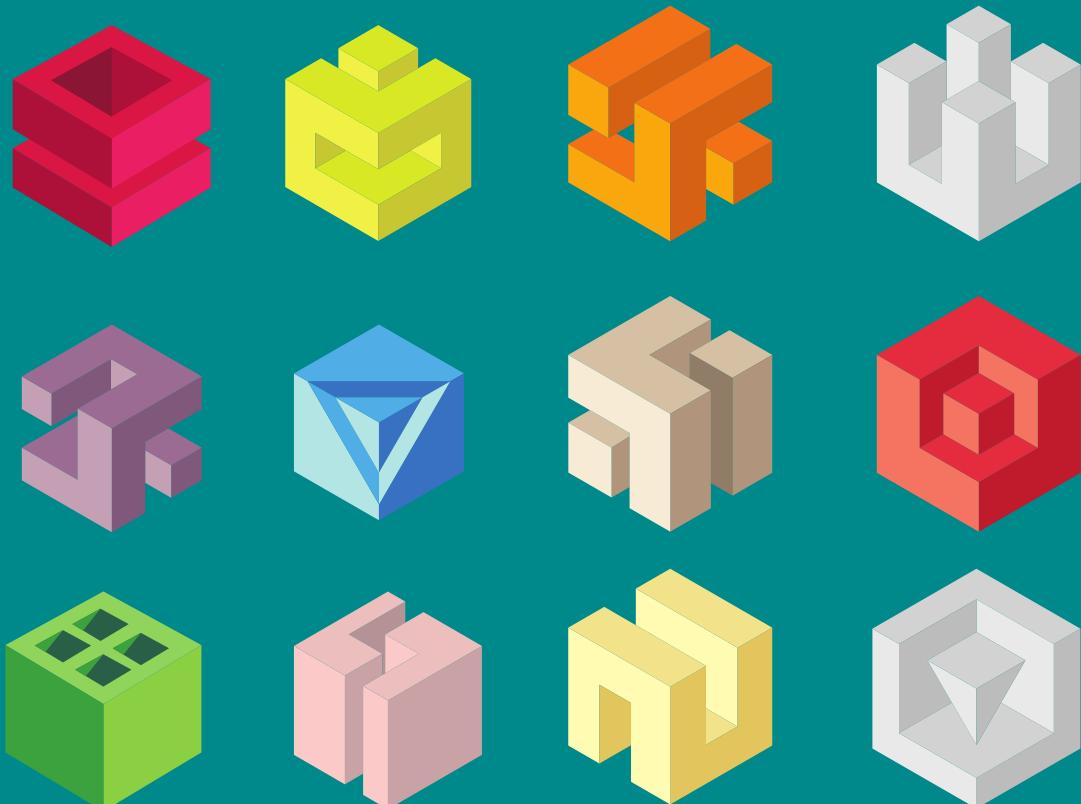
- Fiji Nadarivatu Hydropower Project
- DelAgua Public Health Program in Eastern Africa
- Jangi Wind Farm in Gujarat

Long Term Goals

We're committing to long-term science-based net-zero targets for our operations – and we believe we can do this much sooner than 2050. We'll be reporting annually via The Climate Neutral Now reporting mechanism to transparently communicate how we are meeting our commitments to climate action.

www.cgnetworks.org/about/climate-pledge

XX Congreso Internacional sobre Nuevas Tendencias en Humanidades



**Datos, medios, conocimiento:
Reconsiderando la interdisciplinariedad y las
humanidades digitales**

20-22 de junio de 2022

Departamento de estudios Mediterráneos,
Facultad de humanidades, Universidad del Egeo,
Rodas, Grecia



Cartas de bienvenida

Palabras de bienvenida

Bienvenid@s a la 20^a Conferencia de la Red de Investigación Nuevas Tendencias en Humanidades. Fundada en 2003, la red se creó por intereses comunes que aúnán tradiciones humanísticas e innovación. En los últimos veinte años, la comunidad ha crecido en el número de conexiones interdisciplinarias a través de fronteras culturales y territoriales, ofreciendo vías y oportunidades de diálogo, dando visibilidad a diversas voces en todo el mundo, y fomentando una agenda en línea con los Objetivos de Desarrollo Sostenible de las Naciones Unidas.

Los antiguos cimientos multiculturales de la Isla de Rodas son este año el rico escenario para el intercambio de conocimientos entre miembros de la red. En este vigésimo aniversario de la Red de Investigación Nuevas Tendencias en Humanidades, la notable ubicación de la Universidad del Egeo ofrece una maravillosa oportunidad para interrogar y redefinir colectivamente las direcciones que deben tomar las Humanidades.

El enfoque especial de este año, "Datos, medios, conocimiento: reconsiderando la interdisciplinariedad y las humanidades digitales", conecta nuestro pasado común y el futuro que tenemos por delante. Rodas, con su mítica estatua del dios sol Helios, se convierte en un símbolo tanto del crepúsculo y el pasado como de la aurora y el porvenir. El abrazo colosal de Rodas se extiende por Europa, Asia y América del Norte, donde Commonground se estableció por primera vez hace 30 años, abriendo sus brazos al resto del mundo. La amplia gama de temas y paneles de la conferencia permitirá una profunda indagación sobre las perspectivas de futuro de las Humanidades, así como el establecimiento de formas de trabajo cooperativo y de co-creación.

Las Humanidades funcionan simultáneamente en varios modos cognitivos, intercambiando tanto analogías, divergencias y convergencias. Los investigadores en Humanidades se destacan por su interdisciplinariedad; abarcando todos los campos relacionados con lo humano y más allá de lo humano. En las últimas décadas, este diálogo interdisciplinario ha cobrado especial importancia por diversas circunstancias concurrentes. Una de ellas es el rápido desarrollo de la digitalización y de las máquinas ciberneticas. Un segundo aspecto son las consecuencias del calentamiento global y el cambio climático, con efectos asociados como la pandemia del Covid-19. Todas las entidades de nuestro entorno, animales, plantas, microorganismos, muestran su influencia en nuestras vidas. En el Antropoceno, los no humanos hablan el lenguaje de los virus y de las pandemias. Las entidades no biológicas, como las máquinas y algunas formas de Inteligencia Artificial, también forman parte del mundo contemporáneo. Y están surgiendo nuevas formas de simbiosis que acompañan al deseo de encontrar soluciones a los problemas a los que nos enfrentamos. La inestabilidad mundial provocada por las guerras es el tercer factor fundamental de imprevisibilidad global.

En este contexto, las Humanidades deben esforzarse por fomentar el pensamiento crítico en todos los campos disciplinarios con el fin de esparrir las semillas de la interdisciplinariedad y del inter-ser. Termino, pues, con una oración común por la paz; una reflexión del monje budista Thich Nhat Hanh sobre cómo inter-somos.

Interser: Si eres poeta, verás claramente que hay una nube flotando en esta hoja de papel. Sin nube, no habrá lluvia; sin lluvia, los árboles no pueden crecer; y sin árboles, no podemos hacer papel. La nube es fundamental para que exista el papel. Si la nube no está aquí, la hoja de papel tampoco puede estar aquí. Entonces podemos decir que la nube y el papel inter-son. (Hanh, T. N. La paz está en tu interior. Espasa Libros, S. L. U., 2012)

¡Bienvenid@s a inter-ser y crecer con nosotr@s!

Asun López-Varela Azcárate

Presidenta de la Red de Investigación Nuevas Tendencias en Humanidades



Dear Conference Delegates,

From wherever you've come, in which way your participating, welcome to the Twentieth International Conference on New Directions in the Humanities. I am grateful to all of you for sharing your work at this conference.

For over 30 years, Common Ground has invested in developing technologies that seek to break down barriers of access in scholarly communication. In each phase, we've built spaces to support interdisciplinary dialogue, before such approaches were in vogue; connected international voices when disciplines were too often isolated in national silos; and supported an agenda of access and equality, by offering pathways and opportunities for diverse voices. We now propose another kind of intervention -- to build a scholarly communication infrastructure for a blended future. Our blended model seeks to transcend physical boundaries by offering a space to extend in-person conference content online while ensuring online-only delegates are afforded equal participatory and experiential spaces within the platform. At the same time, the model offers participants a legacy resource to which they can return, with access to a social space where fellow participants can keep connected long after the conference ends.

But for us "blended" is more than an approach to technology. We're using this conceptual filter to consider our mission:

- Blended disciplines as an approach to interdisciplinary research practices
- Blended affinities as a way to approach a shared politics for paradigms of recognition and redistribution
- Blended voices as a way to consider where research happens in and outside of academia
- Blended ideas as the common ground for a new sense of civics

We're also committed to being industry leaders. In 2021 we became a signatory to the United Nations Sustainable Development Goals Publishers Compact. Launched in collaboration with the International Publishers Association, the compact "features 10 action points that publishers, publishing associations, and others can commit to undertaking in order to accelerate progress to achieve the Sustainable Development Goals (SDGs) by 2030. Signatories aspire to develop sustainable practices and act as champions of the SDGs, publishing books and journals that will help inform, develop and inspire action in that direction.

Alongside becoming a signatory to the UN Sustainability Publishers Compact. I had the honor of leading Common Ground Research Networks delegation to COP26 in Glasgow late last year. We are measuring current emissions in all aspects of what we do to identify areas where emissions can be reduced. And we're committing to long-term science-based Net-Zero targets for our operations. We'll be sharing a report of our activities and progress annually, so watch this space.

I thank our partners and colleagues who have helped organize and produce this meeting with great dedication and expertise.

Warm Regards,

A handwritten signature in black ink, appearing to read "Phillip Kalantzis Cope".

Dr. Phillip Kalantzis Cope

Chief Social Scientist, Common Ground Research Networks



Red de Investigación de Nuevas Tendencias en Humanidades

Fundada en 2003, la **Red de Investigación de Nuevas Tendencias en Humanidades** pone a su disposición un foro que aúna el interés por las tendencias en humanidades tradicionalmente establecidas, al tiempo que desarrolla prácticas innovadoras en el ámbito de las humanidades y configura un escenario de cara al futuro de estas. Buscamos construir una comunidad epistémica donde se puedan establecer relaciones transdisciplinares, geográficas y culturas.

Humanidades-ciencia-tecnología

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

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

Humanidades-economía-comercio

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

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

Las humanidades mismas

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

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

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

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

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

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

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

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

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"

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

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

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

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

Dra. Asun Lopez-Varela

Profesora, Universidad Complutense de Madrid, España



La **Dra. López-Varela** imparte docencia en el Departamento de Filología Inglesa II. Con un doctorado en Estudios literarios y culturales anglo-norteamericanos, un Diploma en Estudios Avanzados de Filología Española de la UNED y un Master en Education Management de la Open University, su investigación se orienta hacia la semiótica cognitiva, los estudios literarios y culturales comparados y la intermedialidad. En 2007 creó el programa de investigación Estudios sobre intermedialidad y mediación intercultural SIIM. Además de la investigación teórica, el programa incluye varios proyectos y actividades, financiados por diversas entidades, recursos docentes en acceso abierto, la Victorian Web en castellano y dos revistas de investigación y creación literaria Journal of Comparative Literature and Aesthetics JCLA y Journal of Artistic Creation and Literary Research JACLR. En la actualidad, la Dra. López-Varela es Subdirectora del Departamento de Estudios Ingleses de la UCM. En 2017 se convirtió en la primera Presidenta de la Sociedad Europea de Literatura Comparada/European Society of Comparative Literature, cargo que dejó en Sept. 2019 para continuar ex-oficio en el Comité Ejecutivo. López-Varela es evaluadora externa de la Agencia Europea para la cultura, educación y comunicación EACEA Horizonte 2020, particularmente en el programa MSCA Marie Skłodowska-Curie y colabora con la Fundación Española de Ciencia y Tecnología FECYT. Participa también como evaluadora en diversos otros programas internacionales y es coordinadora de Complutense Eurasia Foundation Seminar Series para el fortalecimiento de las relaciones culturales entre Asia y Europa, programa financiado por Eurasia Foundation. Desde 2021 es Vicepresidente de la Unidad REA.A2 de la Comisión Europea, Becas posdoctorales europeas Marie Skłodowska-Curie, Ciencias Sociales y Humanidades (SOC).

La **Red de Investigación de Nuevas Tendencias en Humanidades** agradece las contribuciones para su fundación, el apoyo constante y la asistencia continua de los siguientes expertos y académicos de renombre mundial.

En español:

- **Asun López-Varela**, Universidad Complutense de Madrid, España (presidente de la Red de Investigación)
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- **Ligia Cortés Cárdenas**, Universidad Nacional de Colombia, Colombia
- **Antonio Martínez González**, Universidad de Granada, España
- **Esther Sanz de la Cal**, Universidad de Burgos, España
- **Adriana Rodríguez Barraza**, Universidad Veracruzana, México
- **Jelena Bobkina**, Universidad Politécnica de Madrid, España
- **Isabella Leibrandt**, Universidad de Navarra, España
- **Giovanna Di Rosario**, Politecnico di Milano, Italia
- **Eulalia Piñero Gil**, Universidad Autónoma de Madrid, España
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- **Juan Carlos Mendoza Collazos**, Universidad de Lund, Suecia/Universidad Nacional de Colombia, Colombia
- **Martín Miguel Acebal**, Universidad Nacional del Litoral/Universidad Nacional de Tres de Febrero/Universidad Nacional Guillermo Brown, Argentina
- **María Clara Lucifora**, Universidad Nacional de Mar del Plata, Argentina
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- Krishan Kumar, University of Virginia, Charlottesville, USA
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- Ricardo Morais Xavier, Peruvian University of Applied Sciences, Peru
- Juliet Mitchell, British Psychoanalytical Society, UK
- Florian Mussgnug, University College London, UK
- Nikos Papastergiadis, The University of Melbourne, Australia
- Fiona Peterson, Auckland University of Technology, New Zealand
- Scott Schaffer, University of Western Ontario, Ontario, Canada
- Jeffrey T. Schnapp, Stanford University, USA
- Gayatri Chakravorty Spivak, Columbia University, USA
- Zsuzsanna Varga, University of Glasgow, UK
- Zhang Zhiqiang, Nanjing University, China
- Metka Zupancic, University of Alabama, USA



XX Congreso Internacional sobre Nuevas Tendencias en Humanidades

Durante más de 30 años, Common Ground se ha dedicado a desarrollar tecnologías que buscan romper con las barreras de acceso a la comunicación académica. En cada fase, hemos construido plataformas mediáticas que apoyan espacios de diálogo interdisciplinar, antes incluso de que estas estrategias de aproximación estuvieran en boga; conectando voces internacionales, pese a la frecuencia con la que las diferentes disciplinas se han aislado en espacios nacionales; y apoyando una agenda de acceso e igualdad al ofrecer vías y oportunidades para una diversidad de voces.

Ahora proponemos un nuevo tipo de intervención – construir una infraestructura de comunicación académica para un futuro mixto.

Nuestro modelo combinado busca trascender los límites físicos ofreciendo una plataforma que extiende el contenido de los congresos presenciales al formato en línea, al mismo tiempo que se asegura de que los delegados cuya asistencia es únicamente online disfrutan de una participación igualitaria y de espacios experienciales dentro de la plataforma. Al mismo tiempo, este modelo ofrece a los participantes recursos a los que pueden acceder con la aplicación "Event", así como un espacio social en la aplicación de nuestra comunidad académica donde los miembros que han participado pueden permanecer en contacto después de que el congreso haya finalizado.

En este futuro, apostamos por un itinerario bilingüe.

Apoyamos la presentación, publicación, y creación de redes sociales de los delegados de habla inglesa y española. De esta manera buscamos ofrecer espacios donde podamos "hablar nuestro idioma" al mismo tiempo que interactuar juntos.

Nuestro modelo mixto va más allá de la tecnología

El modelo mixto es más que un acercamiento tecnológico. Utilizamos este filtro conceptual para reflexionar sobre nuestros objetivos iniciales: disciplinas mixtas con las que aproximarnos a las prácticas de investigación interdisciplinaria; afinidades mixtas para abordar una política compartida de reconocimiento y redistribución; voces mixtas como la manera de considerar dónde transcurre la investigación fuera de la academia; ideas mixtas como el terreno común para un nuevo sentido de civismo.



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Congresos anteriores

- 2003 - University of the Aegean, Rhodes, Greece
- 2004 - Monash University Centre in Prato, Italy
- 2005 - Cambridge University, Cambridge, UK
- 2006 - University of Carthage in Tunis, Tunisia
- 2007 - American University of Paris, France
- 2008 - Fatih University, Istanbul, Turkey
- 2009 - Friendship Palace, Beijing, China
- 2010 - University of California, Los Angeles, USA
- 2011 - Universidad de Granada, Granada, Spain
- 2012 - The Centre Mont-Royal, Montréal, Canada
- 2013 - Eötvös Loránd University, Budapest, Hungary
- 2014 - Universidad CEU San Pablo, Madrid, Spain
- 2015 - University of British Columbia, Vancouver, Canada
- 2016 - University of Illinois at Chicago, Chicago, USA
- 2017 - Imperial College London, London, UK
- 2018 - University of Pennsylvania, Philadelphia, USA
- 2019 - Universidad de Granada, Granada, Spain
- 2020 - Ca' Foscari University of Venice, Venice, Italy (Virtual)
- 2021 - Universidad Complutense Madrid, Spain

Datos, medios, conocimiento:

Reconsiderando la interdisciplinariedad y las humanidades digitales

Desde finales de los años noventa y durante los años dos mil, la idea de una ruptura digital tiñó la imaginación metodológica, teórica y disciplinaria de las posibles novedades que podrían surgir en las humanidades. Novedades que nos permitan regresar al pasado –qué herramientas digitales pueden ayudarnos a entender el legado de los debates, conceptos y metodologías. Novedades que nos permitan visualizar el futuro –con la capacidad de transcribir el conocimiento a datos, comienza una nueva manera de entender la vida de nuestra especie. En paralelo, y de manera acelerada gracias a las funciones digitales, se creía que la interdisciplinariedad se convertiría en la norma de los acercamientos digitales al trabajo de la humanidad.

Mientras las tecnologías digitales continuamente afectan a la manera en la que construimos el conocimiento, ¿qué lecciones de la vida digital nos han enseñado sobre los límites, oportunidades y retos en curso relativos a las humanidades digitales? ¿Podemos considerar todavía que las humanidades digitales son una “disciplina emergente” en términos de la taxonomía del conocimiento y de organización? ¿Cuáles son los continuos impedimentos en la “transformación” de las humanidades impulsadas por la información y la tecnología computacional? ¿Han logrado las humanidades digitales emergentes dirigir una “revolución” o solo se han aproximado a la “automatización”? ¿O más bien se ha producido un giro hacia la academia tradicional con un “toque digital”?

Si una innovación disruptiva se entiende y práctica por parte de la industria tecnológica como un mecanismo que incremente la “eficiencia” y la “capacidad de propagación” del actual status quo digital, ¿qué capacidad disruptiva permanece desde un punto de vista crítico? La pregunta gira en torno a si las contranarrativas de múltiples voces, que en muchas ocasiones no se encuentran en el núcleo de las humanidades digitales, ofrecen una camino alternativo sobre cómo ser humano en el mundo digital, una forma de que las humanidades digitales se reimagen a sí mismas a través de la perspectiva de una comunidad más inclusiva y activista.

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Chief Social Scientist, Common Ground Research Networks, USA

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Comité del congreso de 2022

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Dr. Asimina Vafiadou

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Dr. Chrysanthi Tiliakou

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Sede del congreso



Dr. Bill Cope

Professor, Department of Education Policy, Organization & Leadership, University of Illinois, Urbana-Champaign, USA



"The Meaning of the Humanities in the Era of Algorithmic Reason"

Bill Cope is a Professor in the Department of Education Policy, Organization & Leadership, University of Illinois, Urbana-Champaign. His research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. His recent research has focused on the development of digital writing and assessment technologies, with the support of a number of major grants from the US Department of Education, the Bill and Melinda Gates Foundation, and the National Science Foundation. The result has been the CGScholar multimodal writing and assessment environment. With Mary Kalantzis, he has co-authored or co-edited: *New Learning: Elements of a Science of Education*, Cambridge University Press, 2008 (2nd edition, 2012); *Ubiquitous Learning*, University of Illinois Press, 2009; *Towards a Semantic Web: Connecting Knowledge in Academic Research*, Elsevier, 2009; *Literacies*, Cambridge University Press 2012 (2nd edition, 2016); *A Pedagogy of Multiliteracies*, Palgrave, 2016; *e-Learning Ecologies*, Routledge, 2017; and the two-volume grammar of multimodal meaning: *Making Sense and Adding Sense*, Cambridge University Press, 2020.

Dr. George Mikros

Professor, Department of Middle Eastern Studies, Hamad Bin Khalifa University, Qatar



George Mikros is currently a Professor at the MA Program of Digital Humanities at the Department of Middle Eastern Studies at the Hamad Bin Khalifa University in Qatar. Since 1999 and till 2019, he has been a Professor of Computational and Quantitative Linguistics at the University of Athens, Greece. He is the Director of the Computational Stylistics lab. Since 2013 he is also Adj. Professor at the Department of Applied Linguistics at the University of Massachusetts, Boston, USA. He had the position of Research Associate at the Institute for Language and Speech Processing. He was part of research groups that have developed important language resources and NLP tools for Modern Greek. Since 1999 holds the position of Teaching Associate at the Hellenic Open University, and from 2016 till 2019, he was the Director of the Undergraduate Program "Spanish Language and Culture." Prof. Mikros has authored 5 monographs and more than 80 papers published in peer-reviewed journals, conference proceedings, and edited volumes. Since 2007 he has been elected as a Member of the Council of the International Association of Quantitative Linguistics (IQLA). In the period 2018 - 2021, he served as its President. He is the keynote speaker in many international conferences, workshops, and summer schools related to Digital Humanities and Quantitative Linguistics. His main research interests are computational stylistics, quantitative linguistics, computational linguistics, and forensic linguistics.

Dra. Alexandra Bounia

Professor of Museology, University of the Aegean, Greece, and Secretary of the Board of the International Committee of ICOM on Contemporary Collecting (ICOM-COMCOL), the Netherlands



Alexandra is a Professor of Museology at the University of the Aegean in Greece. She currently serves as the secretary of the Board of the International Committee of ICOM on Contemporary Collecting (ICOM-COMCOL). Her research interests focus on the history, theory, and management of collections and museums, museum ethics, museum sustainability, the role of museums in dealing with difficult and political issues. Alexandra has served as the Vice-Rector of Academic Affairs and Quality Assurance at the University of the Aegean (2014–2017) and as Chair of the Hellenic Committee of ICOM (2016–2018), as well as the Board's Executive Secretary (2012–2016). From 2017 until 2020 she was an Associate Professor of Museum and Gallery Practice in UCL (campus in Qatar). She has published in Greek and international journals and participates in research projects in Greece and abroad. She co-edited with Susan M. Pearce the book *Collector's Voice: Ancient Voices*, (2001, Ashgate Press). Her book *Collectors and Collections in the Ancient World: The Nature of Classical Collecting* was published in 2004 by the same publisher, while in 2009 her book "Behind the Scenes of the Museum": *Collections Management in Contemporary Museums* was published in Greek by Patakis Publications. Her book entitled *The Political Museum: Power, Conflict, and Identity* in Cyprus, co-authored with Theopisti Stylianou-Lambert was published in 2016 by Routledge. She is currently working on two edited volumes: *Museum Media(ting): Emerging Technologies and Difficult Heritage* (with Theopisti Stylianou-Lambert and Antigone Heraclidou) (2022 – Berghahn Books) and *The Ethics of Collecting Trauma* (with Andrea Witcomb – 2022 – Routledge). One more co-edited volume, in Greek, was published in 2021, (in collaboration with Despina Catapoti) entitled: *Emerging Technologies and Cultural Heritage* (Alexandria Publications, Athens).

Dr. Evangelos Kyriakidis

Founding Director of the Heritage Management Organization, Greece



Dr. Evangelos Kyriakidis is the founding Director of the Heritage Management Organization. Trained at University College London and at Cambridge in classical archaeology, linguistics, and anthropology, Evangelos has been a senior lecturer in Aegean Prehistory at the University of Kent and director of the MA in Heritage Management (KENT-AUEB), a Fellow of the Society of Antiquaries of London and of the Archaeological Society of Athens, a Leventis Senior Research Fellow in Heritage Management at Kent, as well as a Visiting Professor in the University of Basel and at UCLA. Evangelos has research interests in Mycenaean administration, Minoan religion, and iconography, as well as ritual theory. He is also interested in the history of archaeological thought and in archaeological site management and planning.

Dra. Maria Gavrilidou

Linguist and Researcher at the Institute for Language and Speech Processing of ATHENA Research Center, Marousi, Greece



"Language Technology and Social Sciences and Humanities in Greece"

Maria Gavrilidou is a linguist, researcher at the Institute for Language and Speech Processing of ATHENA Research Center. Her research interests focus on the areas of corpus linguistics, language resources (design, documentation, and management of corpora, computational lexica), metadata for the description of language resources, infrastructures for language resources and technologies, lexicography (computational lexicography for NLP systems, electronic lexicography for human users).

She has participated in several European and national projects in the above-mentioned fields; indicatively: Social Sciences & Humanities Open Cloud (SSHOC), European Language Resource Coordination (ELRC), Common Language Resources and Technology Infrastructure (CLARIN), and CLARIN: EL (National Infrastructure for Language Resources & Technologies) and APOLLONIS (Infrastructure for digital arts and humanities, language technology, and innovation), Hellenic National Corpus (HNC), Integrated European language data Repository Area (INTERA), etc.).

She teaches Electronic Lexicography at the Postgraduate Program Digital Methods in the Humanities of Athens University of Economics and Business. She has taught Computational Lexicography at Postgraduate Courses of the University of Athens and the National Technical University of Athens.

She has collaborated with publishing houses as a lexicographer, for the compilation of printed and electronic dictionaries for human users and for the development of Textbooks for the teaching of Greek as a mother tongue. She has publications in journals, scientific books, and conference proceedings in the fields of Computational Lexicography, Terminology, Language Resources, and Technologies Infrastructures.

Dra. Katerina Tiktopoulou

Associate Professor, Aristotle University of Thessaloniki, Thessaloniki, Greece



Katerina Tiktopoulou is an associate professor in Modern Greek Literature at the Aristotle University of Thessaloniki. Her major scientific interests include medieval vernacular and modern literature, manuscript studies, scholarly editing, and digital humanities. She was editor-in-chief of the second revised diplomatic edition of the manuscripts of Dionysios Solomòs (Athens, 1998–2012). Her current principal projects are the digital edition of Dionysios Solomòs' manuscripts ("Solomòs Digital Archive") and the study of 19th-century Greek literature using NLP methods ("Semantic analysis of 19th-century Greek fiction with text mining techniques").

Dr. Panos Constantopoulos

Professor, Athens University of Economics and Business, Greece



Panos Constantopoulos is a Professor in the Department of Informatics, Director of the MSc Program in Digital Methods for the Humanities, and former Dean of the School of Information Sciences and Technology, Athens University of Economics and Business. He is also Head of the Digital Curation Unit, Information Management Systems Institute, "Athena" Research Centre. Previously, he was Professor and Chairman, Department of Computer Science, University of Crete, and Head, Information Systems Laboratory and Centre for Cultural Informatics, Institute of Computer Science, Foundation for Research and Technology - Hellas. He has been principal investigator in about 40 R&D projects, in 13 of which coordinator. He is the coordinator of APOLLONIS, the Greek Infrastructure for Digital Arts, Humanities, and Language Research and Innovation. His scientific interests include knowledge representation and conceptual modeling, ontology engineering, semantic information access, process mining, knowledge management, and decision support systems, cultural informatics, and digital curation and preservation.

Dra. Asun López-Varela

Profesora, Universidad Complutense de Madrid, Madrid, Spain



"La Piedra Filosofal de la Tercera Revolución Industrial. Materias, lenguajes e Inteligencia Artificial"

La Dra. López-Varela imparte docencia en el Departamento de Filología Inglesa II. Con un doctorado en Estudios literarios y culturales anglo-norteamericanos, un Diploma en Estudios Avanzados de Filología Española de la UNED y un Master en Education Management de la Open University, su investigación se orienta hacia la semiótica cognitiva, los estudios literarios y culturales comparados y la intermedialidad. En 2007 creó el programa de investigación Estudios sobre intermedialidad y mediación intercultural SIIM. Además de la investigación teórica, el programa incluye varios proyectos y actividades, financiados por diversas entidades, recursos docentes en acceso abierto, la Victorian Web en castellano y dos revistas de investigación y creación literaria Journal of Comparative Literature and Aesthetics JCLA y Journal of Artistic Creation and Literary Research JACLR. En la actualidad, la Dra. López-Varela es Subdirectora del Departamento de Estudios Ingleses de la UCM. En 2017 se convirtió en la primera Presidenta de la Sociedad Europea de Literatura Comparada/European Society of Comparative Literature, cargo que dejó en Sept. 2019 para continuar ex-oficio en el Comité Ejecutivo. López-Varela es evaluadora externa de la Agencia Europea para la cultura, educación y comunicación EACEA Horizonte 2020, particularmente en el programa MSCA Marie Skłodowska-Curie y colabora con la Fundación Española de Ciencia y Tecnología FECYT. Participa también como evaluadora en diversos otros programas internacionales y es coordinadora de Complutense Eurasia Foundation Seminar Series para el fortalecimiento de las relaciones culturales entre Asia y Europa, programa financiado por Eurasia Foundation. Desde 2021 es Vicepresidente de la Unidad REA.A2 de la Comisión Europea, Becas posdoctorales europeas Marie Skłodowska-Curie, Ciencias Sociales y Humanidades (SOC).



Cada año se otorga un mínimo de Becas para Investigadores Emergentes a estudiantes de posgrado e investigadores que tienen interés en los temas del congreso. Aquí les presentamos a los ganadores de beca de 2022.

Rodolfo Torregrosa
Corporación Universitaria
Republicana, Colombia



Farid Stemberg Parra Caro
Universidad Santo Tomás
Seccional Tunja, Colombia



Nazaret Martínez Heredia
Universidad de Granada, España



Aniol Hernández Artigas
Universidad de La Laguna,
España



**Diana Zoraida Castelblanco
Caicedo**
Universidad Jorge Tadeo
Lozano, Colombia



Javier Zúñiga Crespo
Universidad de La Rioja, España



Anna Girbés Gómez
Universidad Complutense
de Madrid, España





Resúmenes del Congreso

Tema destacado 2022 — Datos, medios, conocimiento: Reconsiderando la interdisciplinariedad y las humanidades digitales

Medios digitales en la agenda informativa de la televisión mexicana: Redes sociales en los noticieros de Televisa (2007-2018)

[Andres Castillo, Estudiante, Universidad Iberoamericana, México](#)

Basado en noticias emitidas por los noticiarios nocturnos y matutinos de canal 2 de Televisa, entre 2007 y 2018, este trabajo tiene como objetivo contar la historia de un momento de cambio en el entorno mediático mexicano: la llegada de la cultura de la conectividad. En otras palabras, se pretende explicar cómo los espacios informativos más importantes de la principal televisoría de México narraron, a través de sus noticias, distintos aspectos relacionados a la cultura de la conectividad. La tesis explora los discursos televisivos en torno al impacto de estas tecnologías en la sociedad mexicana. En otras palabras, la posición de un medio analógico, históricamente hegemónico, ante una nueva cultura mediática en proceso de inserción y consolidación.

Valoración de una comarca a través de las humanidades digitales, historia del Arte y visita virtual: La pintura mural en la comarca de la Sierra de Huelva (España) y su catalogación a través del software libre Omeka

[Antonio Manuel Cuaresma Maestre, Doctorando, Universidad Pablo de Olavide, Sevilla, España](#)

El objetivo principal de la investigación es valorar la pintura mural de la Sierra de Huelva. Para ello, documentamos y construimos una herramienta digital que permite la consulta de esta información. Para conseguir nuestro objetivo, utilizamos la exposición virtual, y en torno a ella gira nuestra metodología para conseguirlo. La conclusión de esta investigación es la definitiva exposición virtual, donde se verá el uso de los datos a través de la base de datos empírica que tiene la investigación en sí. Para desarrollar nuestra exposición virtual utilizaremos el software libre y flexible de código abierto Omeka, pensado para mostrar colecciones y exposiciones, permitiéndonos la creación de un repositorio mediante la organización de objetos digitales de diferentes colecciones. Nuestra creación gana en capacidad al estar conectada a otras fuentes digitales de información digital, formando parte así de una estrategia para transformar la organización y liberar el valor organizacional de la información, el movimiento Open Data. El resultado esperado es que, una vez concluido el proyecto, la pintura mural serrana llegue a través de un dispositivo electrónico a todos y cada uno de los visitantes que quieran conocerla. Para ello consideramos la visita virtual de cada edificio con pinturas algo fundamental a la hora de la planificación previa de la visita, el uso de datos durante la misma o la posterior visualización. Todo esto puede tener efectos beneficiosos, desde un punto de vista de turismo cultural, para toda la comarca.

Mutación digital en adultos mayores en España: La transformación en red

Carolina Escudero, Professor and Program Director, Global Programs, School of Journalism & Women and Gender Studies, University of Missouri, Barcelona, Spain

El activismo representado a través de campañas mediáticas y la defensa de los derechos humanos dentro de las plataformas sociales ilustran cómo la inclusión digital abre nuevas posibilidades a las diversas poblaciones. En este estudio se unen los conceptos de alfabetización digital e inclusión digital e introduce la mutación digital a partir de entrevistas en profundidad a unas 20 familias (adultos mayores) de la organización Bebés Robados en Cataluña, que buscan a sus bebés robados y abogan por la justicia social. El objetivo de este trabajo es investigar la medida en que las tecnologías digitales ofrecen nuevas oportunidades para mejorar la vida social de las personas, trascendiendo barreras experimentando, en este caso particular, una mutación digital. La interacción entre factores de diferenciación social y cultural para esta población da lugar a tipos específicos de elecciones y cambios de vida. Este estudio exploratorio sostiene que la mutación digital responde a la interacción de los factores sociales de esta población y experiencias digitales al combinar nueva experiencia social/nuevas acciones digitales y se enmarca en dos ejes: la motivación vivida como grupo que les hace trascender barreras y en consecuencia poner en práctica la alfabetización digital; el segundo eje responde a la resiliencia (que les empodera, les da confianza) representada también como camino hacia la inclusión digital. La suma de ambas caracterizaciones son los factores que predefinen en esta población una mutación digital.

Incidencia de la educación virtual en la competencia de lectura

Jean Pierre Granados Bohorquez, Docente Investigador, Programa de Ciencias Básicas y Humanas, Universidad de Investigación y Desarrollo, Santander, Colombia

Claudia Tavera, Docente investigador, Departamento de Ciencias Básicas, Universidad de Investigación y Desarrollo, Santander, Colombia

La investigación tiene como objetivo analizar el impacto que tuvo en la lectura el paso de la educación presencial a la virtual a causa de la pandemia producida por el Covid-19, considerando que, hasta el momento, por parte de docentes y estudiantes se tenía poco conocimiento de la educación virtual y los compromisos que esta contrae. Sobre todo, a pesar de que los estudiantes leen de manera constante en sus equipos electrónicos, no se evidencian estrategias ni de enseñanza, como tampoco de estudio para la adquisición de los saberes. Para ello se tendrán en cuenta dos variables, el entorno en el cual se desarrollaron las actividades de aprendizaje-estudio y las competencias claves para la lectura, las cuales son identificación, comprensión e interpretación de los textos abordados. Es así como el presente estudio se inscribe en el contexto de la investigación educacional de tipo mixto, este, según Sandelowski, Voils y Barroso es un tipo de integración de los resultados de los dos paradigmas, a saber, cualitativo y cuantitativo. En él se observan, cuestionan, analizan e interpretan los datos desde ambos sistemas y se triangula la información para dar respuesta al objetivo propuesto. La población objeto de estudio son 230 estudiantes de primer semestre pertenecientes a una universidad privada de Bucaramanga (Colombia). Los estudiantes fueron seleccionados de forma intencional dado que vienen de terminar su bachillerato en la modalidad virtual e inician su formación profesional de la misma manera.

Humanidades literarias

El guion de "Madres paralelas" (2021), de Pedro Almodóvar: Entre la literatura y el cine

[Alberto García-Aguilar, Estudiante, Universidad de La Laguna, España](#)

Además de contar con una breve trayectoria como novelista, Pedro Almodóvar también ha reflejado sus inquietudes literarias en los guiones de cine que ha publicado. Con ello evidencia su propósito de que estos textos no sólo sirvan como guías de rodaje, sino también para que los lea un público ajeno a la industria audiovisual. Así ocurre con el guion de "Madres paralelas" (2021). A pesar de que los guiones cinematográficos han quedado excluidos de los estudios literarios, el análisis de estas obras muestra que sus autores no siempre escriben con el lenguaje supuestamente neutral que numerosos manuales de guiones prescriben. El cineasta español señala varios recursos filmicos y divide el texto en escenas con líneas de encabezamientos. Pero no emplea términos técnicos para facilitar su lectura. Asimismo, se incluyen breves pero numerosas introspecciones de los personajes para comprender mejor sus motivaciones. Por ello, en esta comunicación se intentará analizar cómo el guion de "Madres paralelas" conforma un texto literario. Así, se espera determinar la manera en la que Almodóvar ha creado un guion que, al mismo tiempo, constituye una guía de rodaje y una obra que proporciona una lectura estética. Para desarrollar este estudio, en primer lugar, se establecerá el vínculo del cineasta con la literatura. En segundo lugar, se plantearán los problemas teóricos más relevantes sobre el estudio literario de los guiones de cine. En tercer lugar, se analizará el guion de "Madres paralelas" desde una perspectiva interdisciplinaria, pues se atenderá a sus rasgos literarios y a los cinematográficos.

Para una nueva teoría de la literatura latinoamericana: Esquema de su complejidad estética y sociocultural

[Paúl Llaque, Profesor investigador, Dirección de Investigación, Universidad Peruana de Ciencias Aplicadas, Lima, Perú](#)

[Ricardo Morais Xavier, Director del Departamento de Humidades, Vicerrectorado de Gestión y Desarrollo Académico, Universidad Peruana de Ciencias Aplicadas, Lima, Perú](#)

El propósito de esta ponencia es plantear una nueva teoría de la historia de la literatura latinoamericana. Se propone un esquema de la complejidad estética y sociocultural de esta literatura. A partir de los aportes de varios teóricos y críticos del continente, se apuesta por aprehender la complejidad latinoamericana en un modelo integrado por cinco sistemas. La interrelación entre los elementos que conforman cada sistema —y la que existe entre un sistema y otro— exige la comprensión de la totalidad latinoamericana en un modelo basado en las teorías de la complejidad.

Estudios culturales críticos

La pregunta sobre la tecnología: El trans y posthumanismo

Irving Samadhi Aguilar Rocha, Profesora investigadora de Tiempo Completo y Coordinadora del Departamento de Filosofía, Universidad Autónoma del Estado de Morelos, México

Este trabajo está orientado hacia la pregunta por el hombre, hacia qué construcción del hombre se tiende, pregunta que cobra toda su profundidad con respecto a la radical transformación que ha producido la tecnología en la vida humana, en forma de la transformación del cuerpo humano, así como la concepción del mismo. En nuestro tiempo la tecnología se ha extendido y naturalizado en las sociedades actuales. Esta extensión ha sido invisible, se ha convertido en un sistema que no deja fuera a ningún ámbito de la vida humana. De ahí la necesidad de reflexionar en torno a la tecnociencia, con base a la propuesta de Gilbert Hottoí, no sólo entendida como transformadora radical de la vida humana, sino también de la forma de pensar de Occidente. A partir de aquí se plantea una reflexión de corte filosófico, ya que las modernas dinámicas tecnológicas y sus posibilidades obligan a preguntar "¿qué es el hombre?" y "¿qué haremos de él?". La tecnociencia en todos los ámbitos de la vida permite pensar en nociones como el trans y el post humanismo. En este sentido se pone en cuestión el humanismo y su capacidad de autoperación, tal y como lo propone Sloterdijk. La pregunta surge a raíz de la inquietud por los avances tecnológicos y por su doble posibilidad: la de ser un peligro, por un lado, o por otro la de contribuir a la vida en la tierra.

De la administración jerárquica a la administración basada en efectividad

Juan Nicolás Montoya Monsalve, Universidad Nacional de Colombia, Caldas, Colombia
Álvaro Fernando Moncada Nino, Universidad Nacional de Colombia, Caldas, Colombia

La investigación revierte un gran interés para los investigadores, la academia y las organizaciones, al permitir el diseño, construcción e instrumentación de un modelo administrativo más confiable, haciendo que la autoridad y sus diferentes componentes en el proceso administrativo guarden causalidad con las condiciones de apertura, flexibilidad y adaptación que sugieren todos los recursos de una organización en el siglo XXI; así como redefinir algunas variables y procedimientos que a través del proceso TOC (Theory Of Constraints - Teoría de Restricciones) conducen a la efectividad de las instituciones. Desde la novedad, el presente trabajo propone la dimensionalidad de un nuevo modelo organizacional que ponga de manifiesto la integralidad de las decisiones organizacionales y permita establecer delineamientos de mejoramiento en la utilización de los recursos de las organizaciones, cuyo fin primario es el aumento de la rentabilidad. También espera ajustarse a las consideraciones de los elementos de juicio más relevantes para mejorar la gestión y el proceso decisorio en las organizaciones, para que sus resultados sean más críticos, confiables y efectivos. La utilidad, aunque un tanto evidente, se refiere inicialmente a la configuración de un sistema más ajustado a las empresas de hoy y al mejoramiento de sus procesos de planeamiento. Igualmente permitirá contar con los elementos de juicio más recurrentes que lleven a la optimización de las decisiones por parte de la administración y desarrollar mayor sentido de pertenencia en los clientes internos y externos de las organizaciones.

El mundo vegetal en las prácticas sociales: Estudios léxicos

María Águeda Moreno Moreno, Profesora Titular de Universidad, Filología Española, Universidad de Jaén, Jaén, España

El trabajo presenta un trabajo de investigación social desde la perspectiva de análisis que se sitúa en la relación de las humanidades con otros campos del conocimiento, como es en este caso el de la etnobotánica. En este sentido, la aproximación metodológica no será desde la especialidad de la biología vegetal, sino desde la relación que mantiene la lengua con la cultura y el simbolismo social. Ello permitirá un acercamiento al ser humano y sus prácticas lingüísticas, en este caso en concreto, a la relación planta-ser humano construida a lo largo de la historia y depositada como conocimiento en distintas manifestaciones sociales y culturales. Así el estudio se plantea como una investigación etnográfica, orientado a la comprensión de las prácticas sociales y al análisis de cómo son enunciadas dichas prácticas. Al cabo permitirá no solo acceder a un conocimiento cultural sino, conservar y fomentar las prácticas tradicionales relacionadas con el mundo vegetal. Este trabajo se inscribe dentro del proyecto “El mundo vegetal: lengua, cultura y símbolo” (Ref. 1380265) 2021-2022. Proyectos I+D+i en el marco del Programa Operativo FEDER Andalucía 2014-2020.

Domingo Dulce y Garay (1808-1869) y el liberalismo en Cuba (1868-1869): Un acercamiento a su actuación como Capitán General de Cuba

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Domingo Dulce y Garay (1808-1869) fue un destacado militar del periodo isabelino. Como muchos otros de su tiempo, influyó en la política de su tiempo a través de su posición militar, siendo un actor principal de la Revolución de septiembre de 1868 que expulsó a Isabel II del trono. Fue Capitán General de Cuba en dos ocasiones (1862-1866 y 1868-1869), destacando por su carácter reformista y conciliador con los nuevos intereses de la entonces provincia española. En esta exposición se pretende poner en valor su segundo mandato, ya con la revolución llevada a cabo en la metrópoli y en la que intentó continuar su plan reformista e integrador, si bien esta vez el contexto era muy diferente, con la Guerra Grande (1868-1878) iniciada. Su plan reformista, la relación de Dulce con las propias tropas españolas y el fracaso final con su expulsión de la Capitanía en junio de 1869 son algunos de los puntos que se tratan en esta exposición.

El gremio letrado en "El vendedor de silencio" de Enrique Serna

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En la obra del escritor mexicano Enrique Serna podemos observar como tema recurrente a la escritura. Sin embargo, a Serna no le interesa rescatar el tema de la escritura desde la reflexión abstracta y desapegada de la vida política, al contrario, ese tema siempre está enmarcado en un contexto social específico. Es de esta manera, que el tema de la escritura en el trabajo narrativo serniano nos remite constantemente a la historia de México y aquellos que para vivir se dedicaron al mundo de las letras. En esta ponencia se analiza la forma en la que el gremio letrado es caracterizado en "El vendedor de silencio", la última novela del escritor mexicano en la cual ofrece un retrato del México del siglo XX desde la historia de Carlos Denegri, una de las leyendas negras del periodismo mexicano. Como marco teórico se hace uso se la teoría de los campos de Bourdieu y la noción de ciudad letrada de Ángel Rama.

Alfonso el Sabio y el “virelai provenzal” : Estudio sobre el zéjel quzmāní y sus formas encontradas en las Cantigas de Santa María

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Aunque el zéjel tiene más o menos la forma descrita por el “virelai provenzal,” Pièrre Le Gentil observó que ese término no se usa hoy en día. Yo quiero probar que, sí, el “virelai” debiera haber existido en la forma del zéjel árabe. Por eso, puede concluirse que, aunque el término “virelai” dejó de existir, la forma debía haber existido. Si el “virelai” existiera como zéjel, poéticamente, sería posible identificarlo entre las formas de las Cantigas de Santa María por el rey, Alfonso el Sabio.

Estudios cívicos, políticos y comunitarios

Memorias y objetos Simbólicos: El universo simbólico de la memoria del conflicto colombiano en el contexto del Acuerdo de Paz y su implementación (2016-2020)

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La presente investigación tiene por propósito analizar cómo se ha creado el imaginario memorial del conflicto colombiano, representado por objetos simbólicos (objetos cotidianos, objetos de arte y objetos monumento) a partir de la firma e implementación del Acuerdo de Paz en el año 2016 hasta el año 2020. A través de una revisión histórica de los objetos que transmiten la memoria del conflicto, se busca comprender si los objetos son testimonio, no sólo de las diferentes memorias de la violencia en Colombia, sino de la disputa misma por la memoria. Para esto se propone una análisis de objetos que representan los discursos oficiales de la historia de la violencia en Colombia y otros que subvierten los modelos canónicos que narran estos acontecimientos. Las preguntas orientadoras para esta discusión serán: ¿De qué manera los objetos contribuyen a rastrear la trayectoria histórica de la memoria del conflicto en Colombia, desde los diferentes niveles sociales en los que se ha construido esa imagen del pasado? ¿Qué tipo de vínculo hay entre las políticas de memoria en Colombia y los universos simbólicos que las representan? ¿Cómo se pueden historiar las decisiones políticas en torno a la construcción de memoria, a partir del universo simbólico objetual?

La construcción de la movilidad humana por cuestiones medioambientales

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El presente trabajo constituye un acercamiento desde la Antropología de los Derechos Humanos y la Antropología Política a la reciente disputa internacional sobre la creación y reconocimiento político-legal de una categoría específica para el fenómeno de los movimientos humanos globales ocasionados por factores medioambientales en el contexto del cambio climático, pugna poco explorada y de relevancia creciente en el marco de los Derechos Humanos y de su regulación internacional. Este trabajo supone una aproximación al modo en que se está construyendo el debate, tanto a las dinámicas del campo social en el que se genera, como al modo en que se configura el proceso de construcción del marco de interpretación de la problemática, a través de las luchas desplegadas por significar y categorizar los movimientos humanos y lo medioambiental. Para ello, se ha realizado una revisión bibliográfica de conceptos teóricos de la antropología política y de los derechos humanos aplicados al caso y se ha usado la herramienta del análisis discursivo — implementada sobre una serie de discursos plasmados en informes técnicos, webs oficiales, noticias y declaraciones públicas, enunciados por agentes implicados— para situar a las distintas voces participantes en la discusión en relación con estos campos y analizar sus posturas y estrategias de construcción de la problemática, teniendo en cuenta las dinámicas dialógicas que las generan, los argumentos (jurídicos, de sentido común, etc.) desplegados, las tensiones existentes en las que se originan y las lógicas en las que se insertan.

Políticas públicas con perspectiva de género: Ciencia y mujeres

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Generar políticas públicas con un enfoque de igualdad de género impone al Estado nuevos retos, como considerar la igualdad y la no discriminación en la práctica, reconociendo las diversas necesidades y en consecuencia, diseñar estrategias y contenidos específicos a través de dichas prácticas. Definir correctamente las políticas públicas y garantizar su ejecución eficaz fortalece la democracia y mejora la gobernabilidad. Entendemos las políticas públicas como un proceso integral, una herramienta que busca precisar acciones concretas para dar respuestas a problemas concretos. El objetivo de las políticas es orientar el comportamiento de personas y grupos a la resolución de problemas públicos. Ahora bien, para ello es necesario el diseño de políticas públicas exitosas, es por esta razón que los científicos sociales junto con expertos en la elaboración de políticas deben colaborar en la generación de políticas incluyentes y efectivas. En el área de políticas públicas de ciencia, tecnología e innovación (CTI) se pueden observar áreas de oportunidad como la consolidación del sector como parte de la dinámica de desarrollo: acabar con los obstáculos con los que se encuentran las mujeres para ingresar a una carrera o a un trabajo que se encuentre en este sector y traducir los cambios legales y administrativos con perspectiva de género en políticas públicas eficientes en la reducción de las desigualdades de género en este ámbito.

La auditoría al sector público como un mecanismo para mejorar la gubernamentalidad

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El presente trabajo representa cómo los diferentes tipos de auditorías al sector público, a través de sus recomendaciones, observaciones y resultados, sirven para evaluar la gubernamentalidad y como insumo para la toma de decisiones de los gobernantes. La auditoría permitirá funciones como control, fiscalización de recursos públicos y revisión de procesos a entidades públicas, de una manera profesional, confiable e independiente, sin estorbar en el quehacer público de las entidades, determinando el grado de cumplimiento de metas y objetivos (tanto a las entidades como a los programas sociales), el cumplimiento de aspectos legales y contables sobre la información financiera, así como el manejo eficaz y eficiente de los recursos públicos. Las observaciones de una auditoría pueden llegar a ser vinculantes, obteniendo como consecuencia procesos penales por delitos graves y sanciones administrativas, que van desde multas a los servidores públicos hasta suspensiones permanentes. Teniendo en cuenta lo anteriormente mencionado, la auditoría cumple un papel importante en el combate a la corrupción y transparencia de los recursos públicos, obteniendo como resultado una mejor gubernamentalidad dentro de los países. Para la realización de esta investigación se utilizó la siguiente metodología: un estudio exploratorio de carácter cualitativo cuyo objetivo es construir un marco de referencia que pueda utilizarse para los diferentes tipos de gobierno en el mundo. Para la metodología se llevo a cabo un proceso de análisis e interpretación de información, que reúne, discrimina y analiza leyes del marco regulatorio y documentos complementarios a la auditoría.

El patrimonio cultural como expresión de la identidad de una comunidad

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El término patrimonio cultural está formado por el sustantivo patrimonio y el adjetivo cultural. El significado de esta expresión no se refiere únicamente al valor estético de un conjunto de bienes, sino que está estrechamente ligado a la cultura de una determinada comunidad humana. La categoría de patrimonio cultural incluye bienes que tienen un significado cultural para un grupo humano específico. Los bienes que forman parte del patrimonio cultural representan la cultura, en ellos reside la parte visible de la memoria histórica y la identidad misma de una comunidad. La dimensión identitaria del patrimonio cultural se puede observar en diferentes niveles, desde las comunidades más pequeñas hasta el nivel nacional e internacional. En Italia, la protección y valorización del patrimonio cultural juegan un papel fundamental en la conservación de la memoria de la comunidad nacional y son importantes para la preservación del territorio y la promoción del desarrollo de la cultura, conforme a lo dispuesto en el segundo párrafo del artículo 1 del Código de los Bienes Culturales y del Paisaje. De esta forma, se reconoce en el patrimonio cultural nacional la dimensión identitaria. A nivel internacional, el término patrimonio mundial de la humanidad, formulado por la UNESCO, indica la herencia del pasado y a la vez el legado para futuras generaciones. En esta expresión emerge una dimensión identitaria del patrimonio mundial, porque designa el patrimonio común de la amplísima comunidad formada por toda la humanidad.

Análisis axiológico y pragmático del derecho a la vivienda digna en Colombia: Perspectivas ius sociológicas

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La presente investigación expone una revisión de la protección constitucional de la vivienda digna en Colombia, contigua a las garantías axiológicas con las que cuentan las comunidades de protección especial internacional en la materialización de sus derechos fundamentales a la vivienda. Esto presentando nuevas necesidades y problemáticas en la implementación o reforma constitucional y jurídica en el territorio colombiano, conforme al desarrollo en materia de derechos humanos, así como de las nuevas necesidades sociológicas que emergieron a causa de la COVID 19, desde una perspectiva jurídica y económica. Finalmente, se exponen casos prácticos de protección de la vivienda digna en el territorio colombiano mediante la acción de tutela como garantía de un derecho emergente fundamental y diferentes pronunciamientos jurisprudenciales que denotan la necesidad de nuevas implementaciones de políticas públicas y leyes que promuevan la protección fundamental de las viviendas conforme a las necesidades sociológicas.

Desplazamiento forzado, diseño institucional y política pública en Colombia

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Colombia lleva más de 60 años inmersa en un conflicto armado interno, el cual ha traído consecuencias en lo social, político y económico y, como resultado, ha marcado la historia del país y de sus habitantes. Dicho conflicto ha dejado graves consecuencias en nuestro país, de las cuales destacamos los varios ciclos de violencia reflejados en una de las mayores tragedias humanitarias de nuestros días por el número de víctimas de delitos como el homicidio y el desplazamiento forzado. Para solucionar estos graves problemas, el estado colombiano ha promulgado múltiples políticas públicas. Las dificultades están en que dichos intentos de solucionar las problemáticas alrededor del desplazamiento forzado han tenido inconvenientes de diseño institucional, trayendo como consecuencia dispersión y falta de coordinación institucional que se profundizan en la medida que se implementan nuevas políticas que buscan dar soluciones a las víctimas del desplazamiento forzado. En este contexto, la presente investigación pretende analizar el diseño institucional de la política pública teniendo como hipótesis de trabajo que el diseño institucional de la política pública de desplazamiento forzado es demasiado complejo y ha producido dispersión institucional y esto ha llevado a falta de control. El enfoque teórico del presente trabajo es el de Nueva Economía Institucional; se elige este enfoque pues según Williamson, las instituciones pueden ser analizadas. La investigación es de tipo documental, que busca identificar, buscar y analizar documentos de diferentes fuentes. El enfoque de la investigación es el enfoque mixto donde se vincularán datos cuantitativos y datos cualitativos.

Modelos familiares en conflicto: Las familias rurales frente a las instituciones del Estado

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En 2018, bajo los lineamientos del construcciónismo social, se inició un proceso gradual de ingreso a campo en la población de Tiraque (Cochabamba, Bolivia) para conocer las comunidades y establecer relaciones con los pobladores que permitan comprender su vida diaria. Fruto de aquello, fue la coconstrucción de la pregunta de investigación doctoral basada en la comunidad: ¿Cómo es ser familia rural en un mundo globalizado? Por tal motivo se trabajó con padres, madres, jóvenes, organizaciones sindicales e instituciones públicas para responder la pregunta y construir lineamientos de trabajo conjunto futuro para potenciar el bienestar comunitario (esto último en proceso). Se participó en varios espacios comunitarios que permitieron realizar observación participante, grupos focales y conversaciones informales con la población en general. En este sentido, como parte de los resultados preliminares, se realizó un análisis temático para registrar las voces (miradas y opiniones) de madres y padres de familias frente a los discursos institucionales de las instancias públicas a cargo de su bienestar. Entre los temas más recurrentes resalta el del conflicto entre los modelos familiares heredados de generación en generación (aceptados o no), y el modelo familiar ideal que se intenta transmitir a través de talleres por parte de las instituciones con la intención de responder a los casos de violencia intrafamiliar que se considera que van en peligro aumento.

Estudios de comunicación y lingüística

Lenguaje y pensamiento: Algunas consideraciones acerca de la relación entre el pensamiento y el lenguaje

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Aunque el pensamiento y el lenguaje son a priori independientes, en esta ponencia se analiza cómo se influencian mutuamente. Se compara entre varias lenguas, mayormente castellano, inglés y croata. Se busca entender cómo y por qué las lenguas evolucionan y cambian con el tiempo y cómo las malas traducciones y el uso frecuente de palabras y expresiones de las lenguas dominantes del momento alteran la lengua propia.

Libros, edición y bibliotecas

Del libro digital a la plataforma: Transformaciones en la mediación, el mercado, la lectura y el significado de la lectura digital

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Es posible que estemos mirando el fenómeno del libro digital de una forma incompleta o distorsionada, tal y como lo afirma Rüdiger Wischenbart en sus estudios "The Business of Books 2017" y "The Business of Books 2019". Es decir que es altamente posible que no se esté midiendo o interpretando el fenómeno de la edición digital correctamente, o que la industria esté mirando en la dirección equivocada y que siga esperando que el fenómeno del libro electrónico (el libro-objeto unitario) repunte o muestre señas de crecer, cuando lo que esté creciendo sean quizás modelos de negocio más completos, como lo son las plataformas, donde se agregan múltiples objetos y contenidos digitales que desafían la definición del "libro digital". La investigación que se presentará muestra que la digitalización del sector editorial y del libro debe mirarse más allá del objeto-libro digital para observar, en vez, el fenómeno de la "plataforma". La plataforma es software, es gestor de objetos-digitales, pero también es el núcleo alrededor del cual empresas dedicadas a la producción y distribución de contenidos editoriales han transformado sus operaciones de la venta de productos a la venta de servicios. Como afirma Anabelle Gawker en la introducción a "Platforms, Markets and Innovation": "El fenómeno emergente de las plataformas afecta las dinámicas industriales, crea nuevas formas de competencia, revela nuevas formas de colaboración entre empresas. (...) Las plataformas nos invitan a evaluar cuidadosamente las interacciones entre tecnología y negocios".

El impacto del estudio de usuarios sobre el comportamiento informativo en México

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Esta investigación es un estudio exploratorio con la finalidad de identificar cómo se ha estudiado el comportamiento informativo en México y su impacto en la educación. La metodología empleada para la investigación fue cuantitativa, la cual consiste en el análisis de datos la utilización de la web Analytics. Se emplearon como herramienta las bases de datos especializadas sobre la temática, en la que se localizó la producción científica del tema a tratar. Se empleó el método indirecto de recolección de datos en el proceso de búsqueda de información, utilizando como instrumento el registro automatizado de consulta y tipo de material, con el objetivo de conocer cómo han evolucionado los estudios a través del tiempo y sus repercusiones en las investigaciones mexicanas.

Educación en humanidades

Didáctica de la expresión artística: Perspectivas actuales y fundamentos de la creación en Artes

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¿Es posible la enseñanza de las Artes? ¿Se puede enseñar ser artista? ¿Cómo es posible orientar al estudiante en la búsqueda de procesos e ideas artísticas nuevas? ¿Cómo estimular la creatividad del estudiante en la educación infantil? ¿Cómo apoyar metodológicamente un proceso de creación que pueda alcanzar una producción artística singular y propia en el aula? Estas son algunas preguntas iniciales que debemos hacernos a la hora afrontar las artes en nuestra práctica pedagógica, así como un desafío a la hora de estimular la creación artística en la edad temprana. Las Artes reivindican el doble rol creativo-creador poniendo en tensión el poder estético y el poder simbólico de la expresividad y singularidad. La educación artística busca superar los esfuerzos y orientaciones utilitarias hacia una práctica experimental más abierta con el fin de reafirmar nuevas experiencias sensibles y socioafectivas en el ámbito escolar. Debemos atender a una dimensión metodológica expandida de las Artes y la cultura visuales desde un diálogo crítico de las nuevas condiciones de los saberes de la educación. La formación en Artes o enseñar a ser artista son problemas no recientes que desde hace tiempo se intenta dar respuestas en multitudes de escuelas artísticas. El currículo y su propuesta de implementación plantea, políticamente, los límites de los problemas filosóficos y la especulación de los conocimientos necesarios condicionadas por las creencias y los valores relacionados con las Artes. Será fundamental reconocer las estrategias de cristalización de los intereses artísticos y estéticos de una poética personal y colectiva simultáneamente.

Prácticas de aula y estilos de aprendizaje para la creatividad: La creatividad académica en la Universidad

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La creatividad en la universidad hace referencia a los procesos de generación de nuevas ideas que le conciernen directamente a la universidad como espacio creador de nuevo conocimiento. Cobra vital importancia en el marco de una sociedad que demanda cada vez más innovación y que debe disponer en sus estudiantes las herramientas para que enfrenten una realidad cada vez más cambiante. La ponencia es fruto de una investigación que indagó por las prácticas de aula y situaciones significativas por parte de los docentes de las áreas de humanidades de una universidad colombiana que generan el desarrollo de la creatividad en sus estudiantes, con base en los estilos de aprendizaje (VARK). Se consideró que estos estilos: Visual, Auditivo, Lectoescritor y Kinestésico son determinantes en la forma como los estudiantes perciben la información y procesan el conocimiento, y a su vez generan un sustrato cognitivo que permite la emergencia de la creatividad como una competencia de desempeño para resolver problemas académicos. Con un enfoque mixto, se indagó por medio de un instrumento de encuesta aplicado a los estudiantes de las asignaturas de humanidades por las prácticas de aula que realizan sus docentes y que más promueven la creatividad. A su vez, se entrevistó una grupo focal de los docentes para llevar a cabo la respectiva triangulación y se encontró que hay notables diferencias entre lo que los profesores creen que promueve la creatividad y lo que piensan sus estudiantes.

La importancia de las competencias transversales en el aprendizaje de los futuros maestros de Educación Primaria

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La sociedad del s. XXI ha sido definida como vertiginosa, rápida y líquida. Del mismo modo, el mundo educativo no ha quedado excluido de esta revolución social, aceptando el reto de abarcar espacios educativos que van más allá de la alfabetización y adquisición de competencias académicas, destacando otras como las transversales que hacen referencia a la adquisición y desarrollo de capacidades, habilidades y aptitudes que nos hacen eficaces para el empleo y la vida. De esta forma, la presente investigación se centra en el estudio descriptivo y exploratorio de la relación entre las competencias transversales de carácter instrumental, interpersonal y sistémicas con el rendimiento académico y aprendizaje de los futuros maestros de Educación Primaria. La muestra estuvo compuesta por 92 estudiantes de Magisterio de la Universidad de Zaragoza (34 hombres y 58 mujeres). Los resultados confirmaron la existencia de una relación significativa, positiva y moderada de las competencias transversales y el rendimiento académico ($r = .270$; $p < .01$). No obstante, un segundo análisis puso en relieve la importancia de estas capacidades, habilidades y aptitudes de tipo instrumental, llegando a explicar un 10,9% de la varianza del rendimiento académico. Estos resultados implican focalizar nuestra atención educativa a un tipo de enseñanza competencial para un correcto desarrollo profesional futuro.

La interdisciplinariedad en la construcción de las humanidades

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El siglo XXI, a pesar de atravesar por varias crisis que ponen en vilo la permanencia de la humanidad en el planeta, verbi gratia, la pandemia del COVID-19 y las guerras y conflictos bélicos a nivel mundial, es un siglo que apunta a nuevas construcciones sociales, políticas, educativas y humanas. La interdisciplinariedad, el trabajo colaborativo y la necesidad de valores éticos en torno a la responsabilidad social, llama la atención a los investigadores y académicos del mundo. De ahí que se quieran presentar con esta comunicación/ponencia los rasgos distintivos de la interdisciplinariedad en las humanidades a partir de reflexiones que integran la filosofía, las ciencias sociales y humanas.

Retos y oportunidades para la educación en tiempos de pandemia: Educación para la ciudadanía en post pandemia

Socorro Astrid Portilla Castellanos, Docente investigador, Dirección de investigaciones, Universidad de Investigación y Desarrollo UDI, Santander, Colombia

El fenómeno social de emergencia sanitaria en el mundo incentivó en los profesionales de la educación la necesidad de gestionar nuevas herramientas de aprendizaje que posibilitaran la adaptación a la nueva metodología de aprendizaje remoto en casa. Adicionalmente se observaron dificultades para resolver las afectaciones académicas, emocionales, sociales y de relacionamiento generadas a partir de la pandemia. La investigación se desarrolló bajo enfoque cualitativo tipo fenomenológico hermenéutico con 365 estudiantes y 50 docentes de la Universidad de investigación y Desarrollo. Como resultados de la investigación se lograron establecer los retos y oportunidades en el proceso didáctico pedagógico vivenciados por los docentes y las estrategias utilizadas para lograr aprendizaje significativo a pesar de las dificultades vivenciadas.

La importancia del género femenino, tanto en la educación como en la literatura chilena en 1980: La influencia del Decreto Amunátegui

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El objetivo es analizar críticamente a la literatura como fuente de transmisión cultural formalizado en la investigación de cuatro escritoras chilenas de la década de los 80 del siglo pasado: Eugenia Brito. Soledad Fariña, Teresa Calderón y Carmen Berenguer. El rol activo de la mujer se debe a que se fue profesionalizando en la educación universitaria lograda gracias al Decreto Amunátegui, que fue iniciativa del género femenino solicitado por el gobierno de Pinto en el siglo XIX, con el fin de lograr insertarse en la educación superior y en todo quehacer nacional, cuyo campo era solamente para hombres. Se describirá una de las consecuencias importantes que tuvo el mencionado Decreto en la primeras décadas del siglo XX. La metodología utilizada es de tipo cualitativa, puesto que predomina el reconocimiento de marcas discursivas en los textos que representan una época reciente.

Análisis comparativo de imagenería poética de Federico García Lorca y Marina Tsvetáieva: La interrelación de los mundos poéticos a través de las traducciones

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El 19 al 25 de junio de 1941, la poeta rusa Marina Tsvetáieva, por encargo del hispanista Fedor Kelin, realizó la traducción al ruso de cinco poemas del poeta español Federico García Lorca (1898-1936) del libro “Poema del Cante Jondo”: “La guitarra”, “Paisaje, “Pueblo”, “Y después” y “Cueva”. Los estudios anteriores demuestran que la temática española trascurre a través de toda la obra de Marina Tsvetáieva. Al mismo tiempo, de manera puntual se han subrayado las semejanzas en los poemas de Lorca traducidos por Marina Tsvetáieva y su propia creación poética. Es destacable que la misma poeta subraya que los poemas de Lorca “le han gustado mucho”, lo cual refleja su propia percepción de la similitud de ambos mundos poéticos. Sin embargo, entre los estudios existentes no se ha realizado un análisis comparativo de las semejanzas de la imaginería poética de ambos poetas, teniendo en cuenta que en la obra de Tsvetáieva las imágenes españolas ocupan un lugar importante. En el presente trabajo se examinarán los poemas de Federico García Lorca traducidos por Marina Tsvetáieva, mediante un análisis comparativo de los textos traducidos y la obra poética de Marina Tsvetáieva. El análisis revela que, al traducir los poemas de Federico García Lorca, la traductora activa las imágenes semejantes que aparecen en su propia obra poética anterior, lo cual lleva a la subjetivación de las imágenes en el momento de crear los textos traducidos.

Autobiografía, autonarración y autoficción: Definiciones y teorías

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La investigación sobre las obras de no-ficción, inspiradas o con referencias a la vida del autor, parece haber entrado en un periodo de crisis después de los fecundos años de debate entre finales del siglo XX y principio del siglo XXI. Entre las aportaciones recientes y más importantes, cabe observar la diferente perspectiva entre las teorías de Arnaud Schmitt y Vera Toro, las cuales proporcionan dos formas distintas de analizar lo autoficcional, abriendo a la posibilidad de interpretar diferentes obras desde la perspectiva de la no-ficción. La presente propuesta, observando de forma contrastiva las posiciones de los dos autores, se propone resumir las teorías mencionadas y observar sus posibles aplicaciones, focalizándose en los diferentes matices subrayados por cada uno de esos dos estudiosos. Por eso, se presentarán los estudios publicados por Schmitt y Toro, y también los análisis y reflexiones sobre las dos teorías propuestas por otros investigadores. La presente propuesta se desarrolló dentro de un proyecto de investigación, paralelo a los estudios doctorales, titulado “Creative Non-Fictionality aspects in Lucias Asué Mbomio Rubio’s works”.

Maternidad y suicidio en escritoras latinoamericanas: Antonieta Rivas Mercado, Teresa Wilms Montt y Violeta Parra

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¿Cómo el mito de la escritora suicida lida con preceptos en torno a la maternidad? ¿Cómo es que las escritoras suicidas latinoamericanas dialogan con otras escritoras suicidas madres (Plath y Sexton) o no madres (Woolf) anglosajonas en su afán de situar su maternidad literaria sobre la filiativa? La presente ponencia sintoniza con el llamado a liberarse de la tiranía de los hijos dentro de un régimen donde la maternidad es puesta al centro de la familia y genera posiciones culpógenas. Los albores de la conformación de los Estados nación latinoamericanos nos comina a revisar críticamente la idea de modernidad y el motivo del amor vinculado a proyectos políticos fundacionales tributarios de un rango sacrificial. Tal es el caso de Antonia Rivas Mercado en quien recae el estigma de "maternidad social", en tanto que responsabilidad última asignada a la mujer dentro de su constitución moral, tribulaciones que expone en su "Diario de Burdeos" (1930-1931). Luego, Teresa Wilms Montt se rebela en sus "Diarios íntimos" (1906-1921) a los mandatos del género. Su cuarto diario coincidirá con el reencuentro con sus hijas, de quienes se alejó en su necesidad de huida constante. Tal imperativo de desarraigó común a ambas autoras encuentra resonancia en Violeta Parra cuya vida y muerte es reinterpretada en "Violeta se fue a los cielos" (2006), biografía donde su propio hijo Ángel perfila un ideal maternal — frustrado e impugnado— que le atribuye la omnipresencia de una madre ancestral.

El legendario español del siglo XIX: Dinamización y usos culturales del patrimonio literario

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El conocimiento y acceso a los textos literarios del legendario hispánico del siglo XIX puede colaborar de modo directo en la sostenibilidad del patrimonio inmaterial español (mitos y leyendas). En esta intervención analizamos los materiales recopilados en la plataforma virtual descubreleyendas.com y damos a conocer algunas iniciativas en la rentabilidad de estos textos para la investigación en las Humanidades y la creación de productos transmedia (el videojuego Caminos Legendarios). Esta iniciativa puede facilitar también la actuación institucional o de entidades privadas en materia de turismo cultural.

Los infortunios legales de un viejo conquistador: Bernal Díaz del Castillo y la conquista de un mundo nuevo

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En 1514, Bernal Díaz del Castillo, un modesto soldado nacido en Medina del Campo, llega a América. Lo guibia el deseo de aventura, conquista y la necesidad de labrarse un porvenir económico y social que seguramente su madre patria le negaba. Pero en las islas caribeñas no quedaban encomiendas ni tierras que repartir. Por eso Bernal buscará en Tierra Firme la fortuna deseada. Los servicios que Bernal Díaz prestaría a la expansión española le brindarían finalmente la recompensa económica y social que fue a buscar a las Indias. Sin embargo, Bernal sería sucesivamente despojado de sus tierras por maniobras legales de sus enemigos. El propósito de este estudio es presentar un panorama de la situación económica real de uno de los primeros conquistadores del Virreinato de la Nueva España y los pleitos en los que él y su familia se vieron envueltos en defensa de su patrimonio. Me baso para ello en la transcripción paleográfica de algunos documentos notariales cedidos gentilmente por el Dr. Peter Boyd Bowman. Estos documentos fueron analizados como ejemplos lingüísticos del español hablado en Hispanoamérica durante el siglo XVI.

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Paisajes literarios: Formas de conocimiento en las humanidades

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La plataforma de CGScholar está desarrollada por Common Ground Media Lab, la rama de investigación y tecnología Common Ground Research Networks.

Common Ground Research Networks ha desarrollado ecologías de conocimiento y tecnologías de comunicación sobre la investigación académica desde 1984.

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CGScholar es una plataforma que busca convertirse en una espacio de mercado confiable para el trabajo relativo al conocimiento, uno en el que los procesos de democratización rigurosos en la generación de conocimiento, recompense a los participantes y ofrezca una base segura para la creación y distribución sostenible de artefactos de conocimiento digital.

La plataforma de CGScholar es hoy en día usada por trabajadores del conocimiento tales como facultades universitarias para trasmitir experiencias de e-learning; escuelas innovadoras que desean desafiar los métodos de aprendizaje y evaluación usados tradicionalmente; organizaciones gubernamentales y no gubernamentales que conectan el conocimiento local y la experiencia con objetivos de políticas más amplias y resultados mensurables. Cada uno de estos casos ilustra las diferentes comunidades del conocimiento que CGScholar sirve, al mismo tiempo que abre espacios para voces nuevas y emergentes en el mundo de la comunicación académica.

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Colaboradores

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El cambio climático es uno de los problemas más apremiantes a los que nos enfrentamos hoy día. Es de interés común que todos participemos en un cambio sistémico con el que evitar la catástrofe climática. En Common Ground Research Networks, nos comprometemos a desempeñar nuestro papel como agente de transformación, promoviendo la concienciación y haciendo todo lo posible para liderar con nuestro ejemplo. Nuestra Red de Investigación "Climate Change: Impacts and Responses" ha sido un foro en el que compartir hallazgos críticos y donde involucrarse en cuestiones científicas, teóricas y prácticas que surgen de las realidades del cambio climático. Hemos sido parte del debate político global como observadores oficiales de la COP26 en Glasgow. Y somos signatarios de los "Objetivos de Desarrollo Sostenible de la ONU – Convenio de editores" y de la iniciativa de las Naciones Unidas "Neutralidad Climática Ahora".

Medición

En 2022 comenzamos un seguimiento y medición de las emisiones que producimos en todos las fases de nuestra actividad. El objetivo es conseguir hacernos una imagen completa de nuestras bases para identificar las áreas donde las emisiones pueden ser reducidas y construir un plan de acción a largo plazo basado en la herramienta de cálculo de emisiones GEI y en el estándar establecido por la iniciativa "Neutralidad Climática Ahora" de las Naciones Unidas.

Reducción

Mientras tanto, no nos limitamos a esperar. Estamos avanzando rápidamente con algunas de las iniciativas que se encuentran a nuestro alcance: hemos modificado los programas de nuestros congresos, pasando de imprimirllos a usar el formato electrónico; hemos dejado de usar vasos desechables y comenzado a ofrecer botellas reutilizables en todos los congresos; colaboramos estrechamente con todos los vendedores, proveedores y distribuidores para encontrar formas de reducir residuos; ofrecemos una opción online completa como una manera de disminuir el número de viajes. Todo esto es solo una pequeña muestra de lo que hacemos a corto plazo.

Contribución

Al mismo tiempo que trabajamos en establecer y fijar objetivos de cero emisiones netas para 2050, tal como se consagra en el Acuerdo de París y la iniciativa "Neutralidad Climática Ahora" de las Naciones Unidas, así como en disminuir nuestro impacto actual, participamos en el programa de compensación de carbono de las Naciones Unidas. Como consideramos que el cambio climático tiene amplias consecuencias sociales, económicas y políticas, estamos invirtiendo en los siguientes proyectos:

- Proyecto hidroeléctrico en Nadarivatu, Fiji
- Programa de Salud Pública DelAgua en África Oriental
- Parque eólico Jangi en Gujarat

Objetivos a largo plazo

Nos comprometemos con el objetivo a largo plazo de alcanzar cero emisiones netas de base científica en nuestras operaciones –y creemos que podemos lograrlo mucho antes de 2050. Informaremos anualmente a través del mecanismo de informes de "Neutralidad Climática Ahora" para comunicar de manera transparente cómo estamos cumpliendo con nuestros compromisos relativos a la acción climática.

Proceedings of the Twentieth International Conference on New Directions in the Humanities, 20 - 22 June 2022. The conference featured research addressing the following special focus: "Data, Media, Knowledge: Re-Considering Interdisciplinarity and the Digital Humanities" and annual themes:

- Critical Cultural Studies
- Communication and Linguistics Studies
- Literary Humanities
- Civic, Political, and Community Studies
- Humanities Education

