

The Fourth International Conference on New Directions in the Humanities

University of Carthage, Tunis, Tunisia
3 – 6 July, 2006



OVERALL THEME
Global and Local Dialogues in the Humanities



www.humanitiesconference.com

Introduction

Welcome to The Fourth International Conference on New Directions in the Humanities. This conference will address a range of critically important themes in the various fields that make up the humanities today. Main speakers will include some of the world's leading thinkers in the humanities, as well as numerous paper, workshop and colloquium presentations by teachers and researchers.

Background

Over the past four years, the Humanities Conference has established a reputation as a focal point for new ideas and new practices in humanities research and teaching. The conference was held at Cambridge University in the UK in 2005, at the Monash University Centre in Prato, Italy in 2004, and the University of the Aegean in Rhodes in 2003.

Anthropology, Archaeology, Classics, Communication, English, Fine Arts, Geography, Government, History, Journalism, Languages, Linguistics, Literature, Media Studies, Philosophy, Politics, Sociology or Religion—these are just some of the many disciplines represented at the Humanities Conference. The focus of papers ranges from the finely grained and empirical to the expansive and theoretical.

SCOPE AND CONCERNS

New Directions for the Humanities

The Humanities Conference and the International Journal of the Humanities provide spaces for dialogue and for the publication of new knowledge which builds on the past traditions of the humanities whilst setting a renewed agenda for their future.

We live in an era which seems to be dominated by the rationalisms of science-technology and economics-commerce. These appear daily as enormously powerful forces, driving us alternately to doom or salvation. They make their domineering presence felt ever more heavily in places of learning and research, and often at the expense of the humanities.

There is no science-technology, however, without the human. There is no commerce-economics without the human. Not only are the humanities a third major area of inquiry; the object of study of the humanities is integral to the other two. The humanities interrogate the nature of the human and build a normative agenda for the human, developing programs of action for the humane, the humanistic, human rights, global humanity, the locally humanised ...

Humanities-Science-Technology

The western roots of science-technology 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 dehumanises science-technology. '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', were the stuff of human artifice, and the result was always an aesthetic (those 'arts') as well as instrumental artfulness that can only be human. Now is the time to broaden the agenda of science-technology once again, and how better than to redefine them as 'Arts'?

Indeed, our times may well demand such a redefinition. The new technologies and sciences of informatics, for instance, are infused to a remarkable degree with the human of the humanities: the human-centred designs which aim at 'useability'; the visual aesthetics of screen designs; the language plays of computer interfaces and mobile communications devices; the ontological schemas of the semantic web; the information architectures of data archives; the logics of machines which assist human intelligence; and the literariness of the code that drives them. So too, the new technologies and

sciences of biotics 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 definitions of ‘economy’ and ‘commerce’. In the modern world, these words have come to refer to reflection and action 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 (economising), 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 economy-commerce, and these are profoundly ones of 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 globalisation and the possible meanings and consequences of the ‘knowledge economy.’

The Humanities Themselves

And what of the humanities in themselves and for themselves? To the world outside of education and academe, the humanities are all too often regarded as at best ephemeral or at worst esoteric. They appear to be of less significance and practical ‘value’ than the domains of science-technology and economy-commerce.

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? And 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 subjects of the humanities, broadly understood.

Within this highly generalised scope, The Humanities Conference and The International Journal of the Humanities have two particular interests

Interdisciplinarity

The humanities is a domain of learning, reflection and action which is a place of dialogue between and across epistemologies, perspectives and content areas.

Globalism and Diversity

The humanities is to be considered, not as a place which attempts to refine a singular essence for an agenda of humanism, but rather one which recognises the dynamics of differences in human history, thought and experience, and negotiates the contemporary paradoxes of globalisation.

It is in these unsettling places that the humanities might be able to unburden modern knowledge systems of their restrictive narrowness.

The conversations at the Conference and the publications in the Journal 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 to be drawing humanity towards ends that are less than satisfactory, the disciplines of the humanities reopen the fundamental question of the human—for highly pragmatic as well as redemptory reasons.

HUMANITIES CONFERENCE 2006

The Humanities Conference is a time for serious discussion, As thoughtful and scholarly occasion, it is also a time of celebration and affirmation and a time for building community. The strength of the conference is the power of the ideas to be found in this program and the source of this strength ultimately resides in the community that the conference creates and represents. We want to acknowledge the profound significance of the contribution, thanking all presenters for their efforts in stretching the boundaries of the thinkable and the possible. We also want to acknowledge the hosts and sponsors of the conference, and last but no means least, the people who dedicate such a large part of their lives to organizing the conference, and then publishing the journal.

MARY KALANTZIS AND BILL COPE

Editors, International Journal of Learning

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THEMES

*Overall Theme 2006: **Global and Local Dialogues in the Humanities***

Theme 1. Meaning and Communication

- Language and human meaning.
- Cultural dialogue as a local and global imperative.
- Linguistic diversity: its nature and meanings.
- Communications outside of the humanities: making the connections.
- Humanities and technologies: bridging the gap.
- Education for a new humanity.
- Values, attitudes, sensibilities: what role the humanities?
- Freedom and tolerance: within what latitudes?
- The dynamics of culture and identity.
- Language and linguistics in the humanities.
- Languages: global English, multilingualism, language death, language revival.
- Communicating: media, film, theatre.
- The nature of the literary.
- The social mind: linguistics in theory and application.
- Old forms and new insights: the novel, poetry and other literatures.
- New media, new messages, new meanings.
- The art of engagement: music, visual arts, theatre

Theme 2. Frames of Reference for the Humanities

- The stuff of knowledge in a 'knowledge society' or 'knowledge economy'.
- Modern, postmodern and other ways of knowing.
- Subjectivity and objectivity, truth and relativity.
- Consciousness revisited.
- Ethics and knowledge.
- Semiotics: the modalities of meaning.
- Philosophy in the humanities.
- Making knowledge: research in the humanities.
- Intellectual property: private property or creative commons?
- Interdisciplinarity and multidisciplinary.

Theme 3. Agendas for the Humanities

- Globalism and localism; cosmopolitanism and backlash.
- History and its futures.
- Immigration, minorities, refugees, diaspora.
- Citizenship: national and global.
- Cities and regions: the dynamics of proximity and distance.
- Violence and peace.
- A third way? And the first or second futures of our recent past.
- Colonialism and neo-colonialism.
- Terror and anti-terror.
- Differences: gender, sexuality, families, race, ethnicity, class, (dis)ability.
- Family and community.
- Aesthetics and design.
- Place making in the humanities: geography and its sites.
- Land and place: framing indigenous identities.
- Nationalism and racism.
- Religious meanings and their human significance.

Theme 4. The Humanities in Practice

- Teaching and learning in the humanities.
- Humanities in cyberspace.
- Meaning in the 'information society'.
- Politics in the humanities.
- Science and humanity.
- Biotechnology, bioethics and aspects of body and environment.
- Sustaining the human, ecologically and culturally.
- Archaeologies of the material and the ephemeral.
- Museums and cultural heritage.
- Technology, between humans and nature.
- The 'ism's of the humanities: feminism, multiculturalism ...
- The 'new economy' and the 'knowledge economy' - where do the humanities fit?

TALKING CIRCLES

The Purpose of Talking Circles in this Symposium

The purpose of the Talking Circles is to give shape to a symposium which is wide-ranging in its scope and broad-minded in its interests. They also give people an opportunity to interact around the key ideas of the symposium away from the formalities of the plenary, paper, workshop and colloquium sessions. They are places for the cross-fertilisation of ideas, where cycles of conversation are begun, relationships formed and networks initiated.

Moreover, Talking Circles are not designed to force consensus nor even to strive towards commonality. Their intention is, in the first instance, to find a common ground of shared meanings and experiences in which differences are recognised and respected. Their outcome is not closure in the form of answers, but an open-ness which points in the direction of pertinent questions. The group finally identifies axes of uncertainty, which then feed into the themes for the symposium in the following year.

How Do They Work?

The Talking Circles meet for three 45-minute sessions during the symposium, and the outcomes of each Talking Circle are reported back to the whole symposium in the closing plenary session. They are grouped around each of the symposium streams and focus on the specific areas of interest represented by each stream. Following is the outline of the Talking Circles that are currently in use but we welcome feedback and suggestions for improvement from participants.

- **Talking Circle 1:** Who Are We?
- **Talking Circle 2:** What are our differences? (60 minutes)
- **Talking Circle 3:** What is our common ground?
- **Talking Circle 4:** What is to be done? (60 minutes)
- **Closing Plenary:** 5-minute contribution to the closing plenary by the facilitator from each Talking Circle

It is important to note that each Talking Circle can be organised in any way that the members of the group together agree is appropriate. They can be informal and discursive, or structured and task-oriented. Each group of Talking Circles has a facilitator.

Possible Session Contents - Suggestions to assist facilitators

Talking Circle 1: Who are we?

- Orientation: members of the group briefly introduce themselves.
- What could be the narrative flow of the three/four talking circle sessions?
- What could be the outcomes of the work of this group, and its contribution to the closing plenary session, the journal and the symposium as a whole (including the themes for next year's symposium)?
- Assessing the landscape, mapping the territory: What is the scope of our stream? Do we want to rename it?
- What are the burning issues, the key questions for this stream?
- What are the forces or drivers that will affect us as professionals, as thinkers, as citizens, as aware and concerned people whose focus is this particular stream?
- Where could we be, say, ten years hence? Scenario 1: optimism of the will; Scenario 2: pessimism of the intellect.

Talking Circle 2: What are our differences?

- The setting: present and imminent shocks, crises, problems, dilemmas — what are they and what is the range of responses?
- What are the cleavages, the points of dissonance and conflict?
- What are the dimensions of our differences (1)? Politics, society, economics, culture, technology, environment.
- What are the dimensions of our differences (2)? Persons, organisations, communities, nations, the global order.

Talking Circle 3: What is our common ground?

What is our common ground?

- Where are the moments of productive diversity?
 - What are the bases for collaboration (1)? Politics, society, economics, culture, technology, environment.
 - What are the bases for collaboration (2)? Persons, organisations, communities, nations, the global order.
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- Alternative futures: describe in outline several alternative scenarios.
 - What are the forces that drive in the direction of, or mitigate against, each scenario?

Possible task for all or part of this session: 'wheels within wheels' — break into smaller groups, one person to 'host' each scenario with a large piece of paper. Circulate around all scenario subgroups, contributing ideas which the host records. The facilitator keeps these for the next talking circle session.

Talking Circle 4: What is to be done?

- What's been coming up in the parallel sessions in this stream since the last talking circle?
- What is the emerging view of the future?
- Can we foresee, let alone predict alternative futures?
- Looking back a decade hence, what might be decisive or seminal in the present?
- Scenarios: can we create images of possibility, and agendas for robust alternative futures?
- Directions: conventional and unconventional wisdoms?
- Strategies: resilience in the face of the inevitable or creative adaptation?
- What could be done: review the scenarios developed in talking circle 1.
- Axes of uncertainty: working towards the right questions even when there's no certainty about the answers.

Closing Plenary: 5-minute contribution to the closing plenary by the facilitator from each Talking Circle

HUMANITIES CONFERENCE 2006

TIMETABLE

DAY 1 – Monday 3rd July	
8:30-9:00	CONFERENCE OPENING
9:00-9:30	PLENARY SESSION 1 - Tariq Ali
9:45-10:30	TALKING CIRCLE 1 – Who Are We?
10:30-10:45	MORNING TEA
10:45-12:15	GROUP 1: PARALLEL SESSIONS
12:15-1:15	GROUP 2: PARALLEL SESSIONS
12:30-1:30	GARDEN SESSION 1 - Tariq Ali
1:15-2:15	<i>LUNCH</i>
2:15-3:15	GROUP 3: PARALLEL SESSIONS
3:15-3:45	PLENARY SESSION 2 - Kate Soper
3:45-4:00	<i>AFTERNOON TEA</i>
4:00-5:00	TALKING CIRCLES 2 – <i>What Are the Differences? & What is the Common Ground?</i>

DAY 2 – Tuesday 4th July	
8:30-9:00	PLENARY SESSION 3 - Bassam Tibi
9:05-10:05	GROUP 4: PARALLEL SESSIONS
9:05-10:05	GARDEN SESSION 2 - Kate Soper
10:05-10:15	<i>MORNING TEA</i>
10:15-11:45	GROUP 5: PARALLEL SESSIONS
11:45-12:45	GROUP 6: PARALLEL SESSIONS
11:45-12:45	GARDEN SESSION 3 - Bassam Tibi
12:45-1:45	<i>LUNCH</i>
1:45-3:15	GROUP 7: PARALLEL SESSIONS
3:15-3:30	<i>AFTERNOON TEA</i>
3:30-4:00	PLENARY SESSION 4 - Joan Copjec
4:00-4:30	TALKING CIRCLE 3: <i>What is to be Done?</i>

DAY 3 – Wednesday 5th July	
9:00-9:30	PLENARY SESSION 5 - Prof Mohamed Daoud
9:30-11:00	GROUP 8: PARALLEL SESSIONS
9:30-10:30	GARDEN SESSION 4 - Joan Copjec
10:30-10:45	<i>MORNING TEA</i>
10:45-12:15	GROUP 9: PARALLEL SESSIONS
10:45-11:45	GARDEN SESSION 5 - Prof Mohamed Daoud
12:15-1:15	<i>LUNCH</i>
1:15-2:15	GROUP 10: PARALLEL SESSIONS
2:15-3:45	GROUP 11: PARALLEL SESSIONS
3:45-4:00	<i>AFTERNOON TEA</i>
4:00-5:00	GROUP 12: PARALLEL SESSIONS

DAY 4 – Thursday 6th July	
8:30-9:00	PLENARY SESSION 6 - Prof Tom Nairn
9:00-9:30	PLENARY SESSION 7 - Dr Hassan Hanafi
9:30-10:30	GROUP 13: PARALLEL SESSIONS
9:30-10:30	GARDEN SESSION 6 - Prof Tom Nairn
10:30-10:45	<i>MORNING TEA</i>
10:45-11:45	GROUP 14: PARALLEL SESSIONS
10:45-11:45	GARDEN SESSION 7 - Dr Hassan Hanafi
11:45-12:45	GROUP 15: PARALLEL SESSIONS
12:45-1:45	<i>LUNCH</i>
1:45-3:15	GROUP 16: PARALLEL SESSIONS
3:15-3:30	<i>AFTERNOON TEA</i>
3:30-4:00	PLENARY SESSION 8 - Prof Khalifa Chater
4:00-5:00	CLOSING SESSION

HUMANITIES CONFERENCE 2006

Draft Program as @ 27/6/06

DAY 1 – MONDAY 3RD JULY

REGISTRATION - *Secretariat & Registration Desk will be open from 7:30am*

8:30-9:00 CONFERENCE OPENING

Session Chair: Prof Mary Kalantzis,
• Minister for Higher Education
• Director of INSTAT
•

9:00-9:30 PLENARY SESSION 1

Tariq Ali, *Novelist, Historian and Political Campaigner*

9:45-10:30 TALKING CIRCLE 1 – Who Are We?

STREAM: Literature, Literary Studies & Language, Linguistics

STREAM: Media, Film Studies, Theatre, Communication

STREAM: Aesthetics, Design & Cyberspace, Technology

STREAM: Philosophy, Ethics, Consciousness

STREAM: Knowledge & Teaching and Learning

STREAM: Globalisation & Political Science, Politics

STREAM: Ethnicity, Difference, Identity & Immigration, Refugees, Race, Nation

STREAM: First Nations and Indigenous Peoples & History, Historiography

STREAM: Religion, Spirituality & Sexuality, Gender, Families

STREAM: Science, Environment and the Humanities

10:30-10:45 MORNING TEA

10:45-12:15 GROUP 1: PARALLEL SESSIONS

10:45-11:15 (30 min sessions) GROUP IA	11:15-11:45 (30 min sessions) GROUP 1B	11:45-12:15 (30 min sessions) GROUP 1C
<p>John Buchan's "Uprester John": Translation, the State and the Question of Resistance <i>Dr Hermann Wittenberg, Department of English, University of the Western Cape, South Africa</i> <i>Overview:</i> The paper will examine the ambivalent politics and contestation of meanings in the case of a translation of a classic colonial adventure romance into Zulu. Literature, Literary Studies</p>	<p>Rousseau's Courageous Confessions: Lessons on Domestic Violence in Eighteenth Century France <i>Dr. Barbara Lise Abrams, Assistant Professor of French and Humanities, Dept of Humanities and Modern Languages, Suffolk University, USA</i> <i>Overview:</i> My discussion will include an examination of Rousseau's descriptions of his own childhood contained in the Confessions, and key passages in the Emile, which reflect Rousseau's ideas on childrearing. Literature, Literary Studies</p>	<p>What if Derrida was Wrong About Saussure? <i>Russell Daylight, Department of Sociology, Division of Society, Culture, Media, Philosophy, Macquarie University, Australia</i> <i>Overview:</i> This paper critiques Derrida's reading of Saussure, offering alternative pathways of investigation. This allows rethinking of the shift from structuralism to post-structuralism, arguably the most important movement in twentieth-century theory. Language, Linguistics, Knowledge</p>
<p>Social and Gender Norms in Roman Tripolitania: Theoretical Perspective on Apuleius' Apologia <i>Suzanne Faris, Tulane University, USA</i> Contemporary gender and post-colonial theory offer new insight into charges against Apuleius that have no obvious connection to magic (physical attractiveness, eloquence). Sexuality, Gender, Families</p>	<p>Self-Determined Architecture: Facilitating Indigenous Futures and Education with the First Nations Longhouse <i>A/Prof Marina Veronica Lommerse, Division of Humanities Faculty of the Built Environment, Art and Design, Curtin University of Technology, Australia</i> <i>Overview:</i> How the built environment plays a role in cultural rebuilding is not always clear. To explore this question, this study examines the First Nations Longhouse at UBC in Vancouver Canada. Aesthetics, Design</p>	<p>The Reconstruction of the Beirut Central District: An Urban Geography of War and Peace <i>Dr David Humphreys, Geography Discipline Faculty of Social Sciences, The Open University, United Kingdom</i> <i>Overview:</i> The reconstruction of Beirut is an urban renewal project that seeks both to be faithful to Beirut's colonial architectural legacy and to reposition the city as a modern commercial centre. Aesthetics, Design</p>
<p>Race, Security and Border Protection: Asylum Seekers in Contemporary Australia <i>Dr Fethi Mansouri, School of International and Political Studies, Deakin University, Australia</i> <i>Overview:</i> This paper discusses the ethics, politics and language surrounding the treatment of asylum seekers. It explores the connection between political leadership and media representations in the construction of refugee policies. Ethnicity, Difference, Identity, Immigration, Refugees, Race, Nation</p>	<p>Mātauranga Māori (Māori Epistemology) <i>Hōne Sadler, Māori Studies Department, The University of Auckland, New Zealand</i> <i>Overview:</i> Māori Epistemology and its framework for analysis and taxonomy. First Nations and Indigenous Peoples</p>	<p>The "Shared Dream," and Psycho-Spiritual Spectatorship: Alternate Myths of Dream Interpretation from the Global South <i>Dr. Poonam Arora, College of Arts Sciences and Letters, University of Michigan Dearborn, Society for Cinema and Media Studies, USA</i> <i>Overview:</i> This paper conceptualises the Humanities based phenomenology of spectatorship derived from archetypal myths of seeing from cultures of the global south. Religion, Spirituality</p>

10:45-11:45 WORKSHOP (60min session) GROUP 1D		11:45-12:15 (30 min sessions) GROUP 1C	
<p>Dialogues in French Orientalism: From Painting to Literature <i>Dr Muriel Walker, McMaster University, Canada</i> <i>Overview:</i> Analysis of French orientalism in painting and literature starting in 1830 after the conquest of North Africa. <i>Literature, Literary Studies, Aesthetics, Design, Globalisation</i></p>		<p>Other Pleasures: Countering Consumerism, Culture and the Representation of the 'Good Life' <i>Prof Kate Soper, ISET (Institute for the Study of European Transformations), London Metropolitan University, United Kingdom</i> A reflection on current forms of disaffection with the consumerist life-style, the role of culture in shifting perceptions of the 'good life', and their possible political role.</p>	
<p>Language Teaching for the 21st Century <i>Marianne David and Fabienne Gérard, Foreign Language Department, Trinity School, NYC, NY, USA</i> <i>Overview:</i> Language acquisition in a rapidly evolving global society is a means for acquiring cultural information essential for communication. <i>Language, Linguistics, Cyberspace, Technology</i></p>		<p>Towards an 'Anthropology of Joy': Taking 'Performatives' Seriously <i>Dr Veronique Benei, Yale Center for International and Area Studies South Asia Council Yale University, USA</i> <i>Overview:</i> Drawing on the notion of 'performative' elaborated in linguistics in the 1950s, this paper offers a preliminary excursion into the possibilities and modalities of an 'anthropology of joy'. <i>Language, Linguistics, Knowledge, Philosophy, Ethics, Consciousness</i></p>	
10:45-12:15 COLLOQUIUM (90min session) GROUP 1E			
<p>Postcolonial Contradictions <i>Dr. James Penney, Cultural Studies Program, Trent University, Canada, Dawn Fulton, Aisha Karim and Clare Talwalker, University of Berkeley, USA</i> <i>Overview:</i> Postcolonial Contradictions proposes to examine the concept of contradiction-political, socio-economic, ethical, geopolitical-in the light of cultural texts informed by the conditions of coloniality and postcoloniality. <i>Literature, Literary Studies, Globalisation</i></p>			
<p>A Conversation and Workshop on Queer Studies in a Global Context <i>Prof Donald E. Hall, Department of English, West Virginia University, USA</i> <i>Overview:</i> Following a brief theoretical introduction, this workshop will offer participants the opportunity to engage in conversations about the future directions of queer sexuality studies in a diverse global context. <i>Sexuality, Gender, Families</i></p>			

12:15-1:15 GROUP 2: PARALLEL SESSIONS

12:15-12:45 (30 min sessions) GROUP 2A

Revolt and Equilibrium: A Comparative Study of Nineteen Eighty-Four and L'Homme Revolte
Dr Miho Takashima, *Department of International Studies, Faculty of Humanities and Social Science, Meisei University, Japan*
Overview: A comparative study of George Orwell's Nineteen Eighty-Four (1949) and L'Homme Revolte (1951) by Albet Camus (who was born in French Algeria).
[Literature, Literary Studies](#)

Recent Indigenous Theatre in Australia: The Politics of Autobiography
Hilary Glow, *Bowater School of Management and Marketing, Deakin University, Australia*
Overview: An analysis of modes of self-representation in contemporary Australian Indigenous theatre practices.
[Media, Film Studies, Theatre, Communication](#)

Māori and the Media: A critique of the Print Media's Representations of Māori Leading up to the 2005 Elections
Dr Ann Sullivan, *Department of Maori Studies, University of Auckland, New Zealand*
Overview: This paper will critique the print media's representations of a new, indigenous peoples political party, in their struggle for access to political power in the 2005 New Zealand elections.
[First Nations and Indigenous Peoples](#)

The Sun, the Moon, and the Clock: The Evolution of Native-American Clock Consciousness
Dr Cheryl A. Wells, *University of Wyoming, History, USA*
Overview: Investigates how Native-Americans became clock conscious, and thus modern, in a world that refused to see them as such.
[History, Historiography](#)

The Scriptural Evidence of Islam: Ramifications for the West
Prof. Terry Lovat, *Education and Arts, The University of Newcastle, Australia*
Overview: The paper will explore scriptural evidence in the Islamic tradition, which has capacity to fortify dialogue with the West.
[Religion, Spirituality](#)

12:45-1:15 (30 min sessions) GROUP 2B

Oedipus in the 21st Century: A Myth and its Modern Transformations
Dr Thomas Falkner, *Academic Affairs, McDaniel College, USA*
Overview: This paper will discuss three recent theatrical versions of the Oedipus myth: The Goat, or Who is Sylvia? (Albee), Small Tragedy (Lucas), and Oedipus in Palm Springs (Five Lesbian Brothers).
[Literature, Literary Studies](#)

Obsession: Dysmorphia and Disfigurement: Machine-Body Transgression from Blade Runner to Ghost in the Shell
Dr Gordon Reynolds, *Department of Languages and Literature, Ferris State University, USA*
Overview: The paper will explore the organic/mechanical dichotomy that exists between body and machine and how its transgression functions in the tropology contemporary science fiction.
[Media, Film Studies, Theatre, Communication](#)

Cultural Identity in the Time of Economic Globalisation: Examining the Tension Between Community, Trade and Culture
Dr Anna Lanoszka, *Department of Political Science, University of Windsor, Canada*
Overview: Paper theorizes about the new utilitarian concept of cultural identity that is born out of a struggle over the meaning of globalisation and from the reactionary adaptation to it.
[Political Science, Politics](#)

The Continuing Evolution of Whiteness in California
Dr Michael Reibel, *Department of Geography and Anthropology, California State Polytechnic University, Pomona, USA*
Overview: A discussion of the landscapes of exclusion and inclusion inherent in the socio-cultural construction of race-ethnic categories in California
[Ethnicity, Difference, Identity](#)

Body Politics in the Letter to the Ephesians
Dr Lilly (SJ) Nortje-Meyer, *Department of Biblical & Religious Studies, University of Johannesburg, South Africa*
Overview: In this paper I will compare the models for the body images used for the Church and its relationship with Christ in the letter to the Ephesians.
[Religion, Spirituality](#)

12:15-1:15 WORKSHOP (60 minute session) GROUP 2C

Elizabeth Bishop, The Unhomely, and the Unaccommodated Other

Dr Terri K Borchers, Department of Humanities, Medaille College, USA

Overview: Application of post-colonial theory, and Bhabha's concept of the unhomely, to Elizabeth Bishop's poetry that does not accommodate the marginalized other.

Literature, Literary Studies, Globalisation, Ethnicity, Difference, Identity

Reconciling Religion's Unique Vision/Revelation with the Universal Law of Reconciliation/Love: If My Religious Vision Is Unique Doesn't That Make Differing Visions Erroneous, Therefore, Adversarial?

Dr. Daniel C. Smith, Department of World Studies, Virginia Commonwealth University, USA

Overview: Scrutiny of philosophical/theological assumptions demonstrates that religion's unique visions, perhaps counter-intuitive to holding firmly to one's own vision, command reconciling, condemn the adversarial.

Philosophy, Ethics, Consciousness, Religion, Spirituality

12:15-1:15 GARDEN SESSION 1 (60 min session)

Tariq Ali

1:15-2:15 LUNCH

2:15-3:15 GROUP 3: PARALLEL SESSIONS

2:15-2:45 (30 min sessions) GROUP 3A

La Confusion de la Société dans la Lettre à D'Alembert sur les Spectacles et la Question de la Modernité de Rousseau

Prof John C. O'Neal, Department of French, Hamilton College, USA

Overview: En prenant le théâtre comme sujet, Rousseau s'est demandé si les sciences humaines ont servi à corrompre les moeurs, mais finit par les présenter dans une nouvelle forme plus pure.

Literature, Literary Studies

2:45-3:15 (30 min sessions) GROUP 3B

Cognition and Emotion in the Cinema of Giuseppe Tornatore

Dr William Hope, School of Languages, The University of Salford, United Kingdom

Overview: An analysis of the unique balance and interaction between affective and cognitive components in Tornatore's films.

Media, Film Studies, Theatre, Communication

Virtual Architecture as Frozen Music: An Interpretation of Yo Yo Ma's, 'The Sound of the Carceri'

Dr Rebecca Dalvesco, Department of Architecture, Interior Architecture, and Designed Objects, The Art Institute of Chicago, USA

Overview: The presentation will discuss the cellist Yo Yo Ma's video-recording The Sound of the Carceri. Yo Yo Ma plays Bach's Suite No. 2 while sitting in a computer-generated three-dimensional simulation

Aesthetics, Design

Women in the Labour Force in Malaysia

Dr Noor Rahamah Abu Bakar, School of social, development & Environmental Studies, Universiti Kebangsaan Malaysia, Malaysia

Overview: This paper analyses in detail the occupational structure of the Malaysian female labour force.

Sexuality, Gender, Families

The Cross-Cultural Imperative of Interdisciplinary Teaching

Dr Mara Berkland, Department of Speech Communication, North Central College, USA

Overview: This presentation focuses on use of intercultural and cross-cultural theories for interdisciplinary teaching and collaboration.

Science, Environment and the Humanities

Community Violence and Psychological Trauma: Exploring the Effectiveness of Services

Dr Karola Dillenburger, Montserrat Fargas and Rym Akhonzada, School of Sociology, Social Policy and Social Work, Queen's University of Belfast, United Kingdom

Overview: Exploring effectiveness of services for people affected by community violence

Ethnicity, Difference, Identity

Social Texture of the Central Asian Commercial Terrain: Kyrgyz, Russian and Uzbek Merchants in the Post-Soviet Trading Networks

Emil Nasritdinov, Faculty of Architecture, Building and Planning, University of Melbourne, Australia

Overview: The research explores the relation between the economic performance and relational characteristics of three major ethnic groups of merchants: Kyrgyz, Russian and Uzbek on three major markets in Kyrgyzstan

Ethnicity, Difference, Identity

<p>Early Nineteenth Century Cherokee Spirituality: Storyteller Chief Elk Worldview <i>Prof Rowena McClinton, Associate Professor of Native American Studies, Department of Historical Studies, Southern Illinois University Edwardsville, USA</i> <i>Overview:</i> This presentation will describe how one Cherokee, Chief Elk, reinforced his time-honored ties to his ancestral domain through his knowledge of Cherokee spirituality. First Nations and Indigenous Peoples</p>	<p>Germany's Brain Drain in the Humanities: Cultural Transfer and Academic Exile <i>Hinrich C. Seeba, Department of German Humanities Division of the School of Letters and Science, University of California at Berkeley, USA</i> The current brain drain of German scholars, who opt for a career in the U.S., should be seen in historical perspective. Immigration, Refugees, Race, Nation</p>
<p>Renegotiating a National Tradition: Moral Conflicts in the Vessantara Jataka Tale <i>Prof. Suwanna Satha-Anand, Department of Philosophy, Faculty of Arts, Chulalongkorn University,</i> <i>Overview:</i> This paper offers a re-reading of Vessantara Jataka Tale, the most important birth story of the Buddha in Thai history, by constructing arguments from those affected by his great giving's. Religion, Spirituality</p>	<p>Big Blue Ball: Pictures, People, Place - An Intercultural Playground for Creative Conversations <i>Donna Wright, Southern Cross University, School of Arts, Australia</i> <i>Overview:</i> This paper presents an arts based research project that explores how meaning can be reconstructed by actively engaging creative dialogue with a diversity of cultures through individuals responding to pictures. Globalisation</p>
<p>2:15-3:15 WORKSHOP (60 minute session) GROUP 3C</p>	
<p>Engendering Nationalism: Enfants de Quelle Patrie? <i>Edward Benson, Department of Modern & Classical Languages College of Liberal Arts & Overview: Sciences, University of Connecticut, USA</i> <i>Overview:</i> Comparative Analysis of 'La Grande Illusion' and 'Casablanca' Media, Film Studies, Theatre, Communication</p>	

<p>3:15-3:45 PLENARY SESSION 2</p>
<p>Kate Soper, Professor of Philosophy, ISET (Institute for the Study of European Transformations), London Metropolitan University, United Kingdom.</p>
<p>3:45-4:00 AFTERNOON TEA</p>

<p>4:00-5:00 TALKING CIRCLES 2 – What Are the Differences? & What is the Common Ground?</p>
<p><i>STREAM:</i> Literature, Literary Studies & Language, Linguistics</p>
<p><i>STREAM:</i> Media, Film Studies, Theatre, Communication</p>
<p><i>STREAM:</i> Aesthetics, Design & Cyberspace, Technology</p>
<p><i>STREAM:</i> Philosophy, Ethics, Consciousness</p>
<p><i>STREAM:</i> Knowledge & Teaching and Learning</p>
<p><i>STREAM:</i> Globalisation & Political Science, Politics</p>
<p><i>STREAM:</i> Ethnicity, Difference, Identity & Immigration, Refugees, Race, Nation</p>
<p><i>STREAM:</i> First Nations and Indigenous Peoples & History, Historiography</p>
<p><i>STREAM:</i> Religion, Spirituality & Sexuality, Gender, Families</p>
<p><i>STREAM:</i> Science, Environment and the Humanities</p>

DAY 2 – TUESDAY 4TH JULY

8:00am REGISTRATION

8:30-9:00 PLENARY SESSION 3

Bassam Tibi, Professor of International Relations in Goettingen and also A.D. White Professor at Large in Cornell.Germany

9:05-10:05 GROUP 4: PARALLEL SESSIONS

9:05-9:35 (30 min sessions) GROUP 4A

Abjuring Magic, Embracing Magic: Shakespeare's Pastoral Romance 'The Tempest' in Iris Murdoch's 'The Sea, the Sea'

Elena Andonova – Kalapsazova, Department of Foreign Languages, Philology Faculty, South-West University "Neofit Rilski," Blagoevgrad,

Overview: The presentation will engage with the already existing critical discussion of Iris Murdoch's novel 'The Sea, the Sea' as a hypotextual transposition of Shakespeare's 'The Tempest'.

Literature, Literary Studies

Arabic Literature in the American College Textbook

Dr Yousif Elhindi, Department of English, East Tennessee State University, USA

Overview: This presentation discusses English translations of Arabic literary texts taught at American universities. These English versions are flawed as a result of the translators' unfamiliarity with Arabic language and culture.

Language, Linguistics

Humanities - Aronui: An Intercultural Dialogue About Knowledge

Prof John Drummond, Division of Humanities, University of Otago, New Zealand

Overview: Aronui is the Maori term for Humanities. The two terms are not identical and their interaction creates new perspectives.

First Nations and Indigenous Peoples

The Misuse of Language in the Erosion of the Public Sector

Prof Michael Clarke, Department of Public Administration, California State University, San Bernardino, USA

Overview: This paper suggests that the appropriation of the language of liberation by the agents of neoliberalism works against democratic values

Political Science, Politics

9:35-10:05 (30 min sessions) GROUP 4B

Hunt, Ritual, Sacrifice: The Art Fair as American Icon

Sharon M. Scott and Prof Mary Carothers

Allen R. Hite Art Institute, University of Louisville, USA

Overview: This essay examines the adaptation and proliferation of the art fair within American culture. It identifies enduring and evolving aspects of the art fair as American Icon.

Aesthetics, Design

The Spiritual Dimension of Intercultural Language Education

Dr Chantal Crozet, School of Language Studies, Australian National University, Australia

Overview: This paper considers concepts of self and identity beyond culture and language constraints, and explores the spiritual dimension of educating for intercultural competence through language studies.

Religion, Spirituality

Katrina and Historical Memory: Death in the Water

Diane Harriford, Sociology Department, Vassar College, Poughkeepsie, New York and Becky Thompson, Sociology Department, Simmons College, Boston, USA

Overview: We uncover similarities between the Middle Passage and Hurricane Katrina that tap into Black people's historical memory. We suggest the Anzaldua's mestiza consciousness provides a place for healing.

Immigration, Refugees, Race, Nation

'Revival' of Mao on the Web and Political Crisis in China

Dr. Yong-Kang Wei, Department of English & Communication, University of Texas at Brownsville, USA

Overview: By surveying some of Web blogs in China, the presenter wishes to show a political sentiment there different from that projected by the mainstream.

Political Science, Politics

The Lures of Globalisation: Interpreting the Knowledge Economy

Dr Malcolm Quinn, Research Centre, Wimbledon School of Art, United Kingdom

Overview: This paper will identify problems and suggest solutions for an 'in-depth' analysis of the globalisation of knowledge outside the limits of policy studies and the constraints of formal knowledge frameworks.

Globalisation

<p>Twice Removed?: Strategies for Teaching Pre-Twentieth-Century Foreign Literatures and Cultures <i>Dr Ann C. Schmiesing, Department of Germanic and Slavic Languages and Literatures, University of Colorado, USA</i> <i>Overview:</i> This paper uses two very different courses, one on the Enlightenment and the other on the nineteenth-century German fairy tale, to explore strategies for teaching 'the foreign and the old.' Teaching and Learning</p>	<p>Reclaiming Humanity Through the Humanities in America's Prisons <i>Prof. Michael DeWilde, Philosophy, Grand Valley State University, USA</i> <i>Overview:</i> This paper describes the effects, intended and otherwise, of an 18-month program in the humanities devised for inmates. What can be learned by seeing the world through prisoners' eyes. Philosophy, Ethics, Consciousness</p>
<p>Visual Art is Not a Science: Acknowledgement of Inadequacy and Recognition of Strength <i>Nancy de Freitas, School of Art and Design Faculty of Design and Creative Technologies, AUT University, New Zealand</i> <i>Overview:</i> This paper speculates on issues of 'research' and 'new knowledge' in the context of visual arts practice in postgraduate research degrees Teaching and Learning</p>	<p>A Cultural Mismatch Between School and Home: Home Culture Versus School Culture <i>Dr Ethel Una Pather, Department of Education Faculty of Education, University of Johannesburg, South Africa</i> <i>Overview:</i> This paper discusses 'cultural mismatch' and associated terminology 'culturally appropriate', 'culturally congruent' and 'culturally compatible', suggesting accommodation of the pupils' culture to the conventional culture of the school. Teaching and Learning</p>
<p>9:05-10:05 WORKSHOP (60 min session) GROUP 4C</p>	
<p>9:05-10:05 GARDEN SESSION 2 (60 min session)</p>	
<p>Kate Soper</p>	
<p>10:05-10:15 MORNING TEA</p>	

10:15-11:45 GROUP 5: PARALLEL SESSIONS

10:15-10:45 (30 min sessions) GROUP 5A	10:45-11:15 (30 min sessions) GROUP 5B	11:15-11:45 (30 min sessions) GROUP 5C
<p>Indigenous Education: Culturally-Driven, Family-Oriented, Community-Based: Native Womb-to-Tomb Education in Hawai'i Dr. Ku Kahakalau, <i>Halau Wanana Native Hawaiian Center for Higher Learning, Kanu o ka 'Aina Learning 'Ohana (KALO), USA</i> <i>Overview:</i> This paper explicates a womb to tomb model of education designed and controlled by a native community on Hawai'i Island, which integrates culture, family, place and academic rigor. First Nations and Indigenous Peoples</p>	<p>African Echoes, Modern Fusions: Caribbean Music, Identity and Resistance in the African Diaspora Prof Barbara Jean Bush, <i>Department of History, Sheffield Hallam University, United Kingdom</i> <i>Overview:</i> An exploration of how music was/is central to African and African diaspora culture but was, and remains, an arena of contestation and conflict within racialised power structures. Ethnicity, Difference, Identity</p>	<p>Opening the Way: Egyptian Mythology as a Redemptive Trope in Ondaatje's The English Patient Dr Fred Mensch, <i>English Department, School of Academic Foundations and Bridging, Northern Alberta Institute of Technology, Canada</i> <i>Overview:</i> Patterns of Egyptian mythology, and possibilities for individual and cultural regeneration, in Michael Ondaatje's The English Patient. Literature, Literary Studies</p>
<p>Two Bodhisattvas: Buddha and Marx Dr. Kevin M. Brien, <i>Department of Philosophy and Religion, Washington College, USA</i> <i>Overview:</i> This paper argues that Buddhism and humanistic Marxism are complementary in many ways. Philosophy, Ethics, Consciousness</p>	<p>Reshaping Gandhi's Humanistic Model of Education: Towards a 'Socially Conscious' Entrepreneurship Education Dr. Vijaya Sherry Chand, <i>Ravi J. Matthai Centre for Educational Innovation, Indian Institute of Management, India</i> <i>Overview:</i> Gandhi's philosophy of education combined technical and humanizing elements. The application of this model to rural studies degree programmes reveals a demand for developing socially conscious entrepreneurship. Philosophy, Ethics, Consciousness</p>	<p>Story, Space, Identity: The South Asian Woman in Western Australia Dr Sunita Peacock, <i>Assistant Professor of English, Slippery Rock University, USA</i> <i>Overview:</i> The diasporic lives of immigrant women from South Asia in Australia Immigration, Refugees, Race, Nation</p>
<p>Holy Weddings, Unholy Marriages: Christian Spouses and Domestic Discords in Early Colonial Lesotho (Africa), 1870-1900 Dr Pule Phoofole, <i>History Department, Walter SiSulu University, South Africa</i> <i>Overview:</i> This study explores the texture of conjugal relationships among Christianised spouses in colonial Lesotho, Southern Africa, in the last third of the nineteen-century. Sexuality, Gender, Families</p>	<p>Ethnic History Writing: Rethinking Kurdish History in Mehmed Uzun's Novel Olçay Canbulat, <i>Radio-TV and Cinema Department, Ege University Faculty of Communication, Turkey</i> <i>Overview:</i> History is a fiction that attend to unite every nation culturally and politically. History is a discipline of modern ages that enables the most powerful fictional narratives into the circulation. Ethnicity, Difference, Identity</p>	<p>How Ethics Meet Politics: A Jain Philosophical Model to Challenge the Machiavellian One Dr Helene Cristini, <i>Professor of International Relations Theory, International University of Monaco</i> <i>Overview:</i> Jain philosophy and ethics can make an invaluable contribution to the promotion of peace nationally and internationally. Religion, Spirituality</p>
<p>Independent Scholars: Disenfranchised Intellectuals Finally Find a Home Dr. Yosef Wosk, <i>Continuing Studies, Department of Humanities, Faculty of Arts and Social Science, Simon Fraser University, Canada</i> <i>Overview:</i> The university's monopoly on scholarship is being challenged by a growing cadre of community scholars. The Academy of Independent Scholars provides a home and resources to nurture this evolutionary phenomenon. Knowledge, Teaching and Learning</p>	<p>Augustine on the Etiology of Imperialism: Peccatum Originale, Libido Dominandi, and Imperium Romanum Dr George Heffernan, <i>Department of Philosophy, Merrimack College, USA</i> <i>Overview:</i> This paper challenges Augustine's account of imperialism by contesting his theologically foundational but empirically unsustainable doctrine of 'original sinfulness'—a notion that he virtually invented. Philosophy, Ethics, Consciousness</p>	<p>The Autonomous Individual and the Novel Dr. Anne-Marie Feenberg-Dibon, <i>Department of Humanities, Simon Fraser University, Canada</i> <i>Overview:</i> This paper traces the changing conception of personhood in the European novel from emerging modernity to today, from Defoe's Robinson Crusoe to Kundera's Unbearable Lightness of Being. Literature, Literary Studies</p>

10:15-11:15 WORKSHOP (60 min session) GROUP 5D	11:15-11:45 (30 min sessions) GROUP 5C
<p>Performance-Based Instruction: The Results of The Keck Project <i>James Armstrong and Kavis Winston, Department of Languages and Literature, Virginia Union University, USA</i></p> <p><i>Overview:</i> This presentation will provide results of a project funded by the Keck Foundation for \$500,000 to redesign the English, psychology, and drama majors using the Instructional Systems Design process.</p> <p>Teaching and Learning</p>	

11:45-12:45 GROUP 6: PARALLEL SESSIONS	
11:45-12:15 (30 min sessions) GROUP 6A	12:15-12:45 (30 min sessions) GROUP 6B
<p>The Writing Lesson: From Africa to Ancient Greece Dr Michael Lynn-George, Department of History and Classics, University of Alberta, Canada <i>Overview:</i> An interdisciplinary exploration of the scenario of 'the writing lesson' with an examination of the stakes involved in terms of class, race and culture. Literature, Literary Studies</p>	<p>Churchill, History and Politics Prof Michael J. Cohen, General History, University of Bar-Ilan, Israel <i>Overview:</i> Churchill's autobiographies 'camouflaged' as history - two world wars, his support for Zionism, and record on the Holocaust History, Historiography</p>
<p>Analysing Film Through Music: How Musicology Can Aid in the Analysis of Film Sound and Narrative? Dr Anna Claydon, Centre of Mass Communications Research, University of Leicester, United Kingdom <i>Overview:</i> Soundtracks incorporate many factors: sound on screen, sound off, diegetic non-diegetic sound, extra-diegetic sound. Film theorists, then, need to be accurate in description: this is where musicology enters the frame. Media, Film Studies, Theatre, Communication</p>	<p>A Suggestion Toward the Visual-Oriented Humanities: In Case of Japanese Aesthetics in Painting Prof Masahiro Hamashita, Department of Intercultural Studies, the Faculty of Literature, Kobe College, Japan <i>Overview:</i> Japanese aesthetics in painting may suggest the possibility of the humanities through pictures or images in contemporary visually oriented culture. Aesthetics, Design</p>
<p>Human Rights, Globalism and Cultural Values: Universality and the Nation State Dr. John Betton, College of Business Administration, University of Wisconsin -La Crosse, USA <i>Overview:</i> Examines the apparent conflict between human rights and cultural values within Nation States and between universality and nationalism. First Nations and Indigenous Peoples</p>	<p>Seeing Culture, Seeing Schapelle: Schapelle Corby as (Inter)National Visual Event Dr Anthony Lambert, Department of Critical and Cultural Studies Division of Society, Culture, Media and Philosophy, Macquarie University, Australia <i>Overview:</i> This paper explores the Schapelle Corby drug case in Indonesia as both a local and global visual event. Immigration, Refugees, Race, Nation</p>
<p>Developments in Policing Since the Macpherson Report in 1999: The Management of Diversity in a Multicultural Society Cameron Iqbal, Police, Race and Crime Student Researcher School of Law, Manchester Metropolitan University, United Kingdom <i>Overview:</i> How the Police manage change and develop after a major Inquiry Report.</p>	<p>In the name of... Democracy, security, and peace: Superpowers and the oppression of human race Prof. Dr. Muammer Cetingok, Social Work, The University of Tennessee College of Social Work, USA <i>Overview:</i> This presentation examines efforts of superpowers potentially harmful to democracy and peace, and globally jeopardizing human rights, and the humanities' role in counterbalancing such efforts. Political Science, Politics</p>
<p>Making the Invisible Visible: The "Woman Factor" in the Architecture of Gujarat, India Dr. Purnima Bhatt, History, Anthropology and Interdisciplinary Studies, Hood College, USA <i>Overview:</i> My paper explores and documents the role women have played in the building, patronage and as inspiration for the water architecture of Gujarat, W. India. Religion, Spirituality</p>	<p>Science and Religion in Fin de Siècle Germany: The Catholic Response to the Challenge of Science Dr. Thomas Buckley, Department of Foreign Languages and Literatures, Saint Joseph's University, USA <i>Overview:</i> This paper explores Catholic attitudes toward science in Fin de Siècle Germany, utilizing three Catholic journals as a barometer. Religion, Spirituality</p>
	<p>African Philosophy as the Bridge to Intercultural Philosophy Prof MB Ramose, Dept of Philosophy, University of South Africa The purpose of the essay is to explore the challenges posed by the inquiry into the existence of African philosophy and to show the interconnection between the challenges and the necessity for intercultural philosophy.</p>
11:45-12:45 WORKSHOP (60 min session) GROUP 6C	
<p>Art of Engagement and Interpersonal Violence Prevention Education: Focus on Youth Programs Prof Mary Pilat, Department of Youth Development and Agricultural Education, Purdue University and Katherine Burke, Interplay: Interactive Theatre for Dialogue, USA <i>Overview:</i> Through experiential learning techniques participants learn how theatre, music and visual arts are used in interpersonal violence prevention education.</p>	
11:45-12:45 GARDEN SESSION 3 (60 min session)	

Bassam Tibi

12:45-1:45 LUNCH

1:45-3:15 GROUP 7: PARALLEL SESSIONS

1:45-2:15 (30 min sessions) GROUP 7A	2:15-2:45 (30 min sessions) GROUP 7B	2:45-3:15 (30 min sessions) GROUP 7C
<p>Figuration/Disfiguration: Iconographies of Violence in Late Twentieth-Century Literature and Art Robert Buch, <i>Department of Germanic Studies, University of Chicago, USA</i> <i>Overview:</i> Relating the iconography of violence in the works of Bataille, Francis Bacon, and Salvador Elizondo both to the religious tradition and to current interest in the sacred in the humanities. Literature, Literary Studies</p>	<p>Algeria, Land of Conflicts and Reconciliations: A Literary Approach to Understanding Algeria, Past and Present Prof Anne-Marie Gronhovd, <i>Department of Modern Languages, Literatures and Cultures, Gustavus Adolphus College, USA</i> <i>Overview:</i> A literary approach to understanding Algeria, past and present, with French Algerian authors, Hélène Cixous and Albert Camus; and Jean Daniel’s theoretical work on French politics in colonized Algeria. Literature, Literary Studies</p>	
<p>Africa and HIV/AIDS: From Global Media Representations to Intellectual Property Considerations Metasebia Woldemariam, <i>Communication Studies Department, Plymouth State University, USA</i> and Angel Nebot Alonso, <i>Departamento de Derecho Constitucional, Universidad Complutense de Madrid, Spain</i> <i>Overview:</i> We address the complex ways that AIDS in Africa is represented in global media. We also examine new/alternate constructions of intellectual property rights within the context of international pandemics Media, Film Studies, Theatre, Communication</p>	<p>Feasts on Film: Cuisine, Cinema, and Cross-cultural Communication Dr. Arthur Lizie, <i>Department of Communication Studies, Bridgewater State College, USA</i> <i>Overview:</i> A primary point of cross-cultural contact is food. This presentation focuses on the pedagogy of using films that feature food as a means of introducing cross-cultural understanding. Media, Film Studies, Theatre, Communication</p>	<p>Hospitality, Humanity and the Detention Camp: Envisioning Migration in Contemporary Italian Cinema Prof. Aine O’Healy, <i>Department of Modern Languages & Literatures, Loyola Marymount University, USA</i> <i>Overview:</i> An examination of the cinematic representation of clandestine immigration in contemporary Italy. Media, Film Studies, Theatre, Communication</p>
<p>An Ecological Account of Student Writing in the Disciplines Dr Rosemary Clerehan, <i>Centre for Learning and Teaching Support, Monash University, Australia</i> <i>Overview:</i> The paper explores how student writing in higher education can be conceptualised in order for the critical dimensions to be more clearly understood. Language, Linguistics</p>	<p>Capitalism and Ethnicity in Elizabethan England: Were the Privateers Sephardic Jews? Dr. Elizabeth Hirschman, <i>Professor of Marketing, School of Business, Rutgers University, USA</i> <i>Overview:</i> New World Spanish shipping was used to finance European religious wars. Our proposition: English privateers (ex. Drake) were Sephardically descended & disrupted Spain’s military activities. History, Historiography</p>	<p>Fracturing Heritage/Refracting Knowledge: The Construction of a Female Literary Canon in the 21st Century Dr. Tina Escaja, <i>Romance Languages, University of Vermont, USA</i> <i>Overview:</i> The end of the Twentieth Century coincided with an apocalyptic discourse that allowed a blank space for the creation of a powerful female literary canon in Latin America and Spain. Cyberspace, Technology</p>
<p>Accidents and Power in Institutional Changes: The Case of a Chinese Hospital in Hong Kong Prof. Shu Yun Ma, <i>Department of Government and Public Administration, Chinese University of Hong Kong, Hong Kong</i> <i>Overview:</i> This paper will examine the role of ‘accident’ in causing institutional changes, based on a case study on the role of Chinese traditional medicine in a hospital in Hong Kong. Political Science, Politics</p>	<p>Marketing Needs the Humanities: The Case for Philosophy Dr. Samuel Seaman and Dr Hamid Ait-ouyahia, <i>Graziadio School of business & Management, Pepperdine university, USA</i> <i>Overview:</i> Marketers must borrow from philosophy a way of thinking about concepts, justly. Science, Environment and the Humanities</p>	<p>A Snowflake in the Barcelona Zoo, or,; How to Rescue a White (Gorilla) from Equatorial Guinea Susan Martín-Marquez, <i>Department of Spanish and Portuguese, Rutgers University, USA</i> <i>Overview:</i> This paper explores how the humanization of African animals is imbricated with the dehumanisation of African people, as national colonialisms are supplanted by globalise neocolonialisms. Immigration, Refugees, Race, Nation</p>

<p>The Experience of Whistleblowers in the Workplace: A Sexual Harassment Perspective Dr Sabitha Marican, Faculty Of Public Management And Law, University Utara Malaysia, Malaysia <i>Overview:</i> This study looks at the experience of whistleblower when making complaints concerning sexual harassment at the workplace. Sexuality, Gender, Families</p>	<p>The Spiritual Journey of a Prostitute in Coelho's "Eleven Minutes" Kavitha Ganesan, The Centre for the Promotion of Knowledge and Language Learning, Universiti Malaysia Sabah, Malaysia <i>Overview:</i> This paper will look at one of the contemporary writer's works, "Eleven Minutes" by Paulo Coelho. Sexuality, Gender, Families</p>	<p>Women's Talk vs. Men's Talk: Conversational Contributions of Hosts in Formal Task-oriented & Structure-based Contexts Siti Zuraini Yassin, Centre for the Promotion of Knowledge & Language Learning, Universiti Malaysia Sabah, Malaysia <i>Overview:</i> This paper focus and analyse the conversational contributions between male and female hosts when given a formally task-oriented and structure-based context of a television panel discussion. Language, Linguistics</p>
<p>The Silences around Race and Class in Jewish Reconstructionist Movements: A Close Look at Two Reconstructionist Communities Rachel Hall, Cultural Gender Studies, Simmons College, USA <i>Overview:</i> This project looks at a mixed-race and mixed-class community within two congregations. This study hopes to understand who feels welcomed and who may not be experiencing a sense of belonging. Religion, Spirituality</p>	<p>Our Emerging Era: The View from Planet ESL Carol Tulpar, College Preparatory English Department, English as a Second Language Division, Vancouver Community College, Canada <i>Overview:</i> Last year in Cambridge, listening to Professor Mary Kalantzis speak on 'The Three Globalisations,' I began thinking about how I have witnessed globalisation while teaching ESL. Teaching and Learning</p>	<p>Multi-Disciplinary Mosaic or a Cross-Disciplinary Clash: A College of Humanities and Social Sciences Lana Wachniak and Dr. Hugh Hunt, College of Humanities and Social Sciences, Kennesaw State University, USA <i>Overview:</i> The presenters will discuss qualitative data about the shared and differing knowledge structures of faculty members in the Humanities and in the Social Sciences. Teaching and Learning</p>
<p>3:15-3:30 AFTERNOON TEA</p>		
<p>3:30-4:00 PLENARY SESSION 4</p>		
<p>Joan Copjec, University of new York at Buffalo, USA</p>		

<p>4:00-4:30 TALKING CIRCLE 3: <i>What is to be Done?</i></p>
<p><i>STREAM:</i> Literature, Literary Studies & Language, Linguistics</p>
<p><i>STREAM:</i> Media, Film Studies, Theatre, Communication</p>
<p><i>STREAM:</i> Aesthetics, Design & Cyberspace, Technology</p>
<p><i>STREAM:</i> Philosophy, Ethics, Consciousness</p>
<p><i>STREAM:</i> Knowledge & Teaching and Learning</p>
<p><i>STREAM:</i> Globalisation & Political Science, Politics</p>
<p><i>STREAM:</i> Ethnicity, Difference, Identity & Immigration, Refugees, Race, Nation</p>
<p><i>STREAM:</i> First Nations and Indigenous Peoples & History, Historiography</p>
<p><i>STREAM:</i> Religion, Spirituality & Sexuality, Gender, Families</p>
<p><i>STREAM:</i> Science, Environment and the Humanities</p>

CONFERENCE DINNER

Will be held in the attractive town of Sidi Bou Saïd

VENUE - Dar Zarrouk - Sidi Bou Said

Rue Hedi Zarrouk, Sidi Bou Said

The cost of the dinner includes buffet meal (Tunisian and Mediterranean Food), beverages, local entertainment and transport to and from the conference hotels to the dinner venue. Family and friends are welcome to attend.

TRANSFERS will be at 7:00pm from the lobby of the Hotel Abou Nawas

DAY 3 – WEDNESDAY 5th JULY

REGISTRATION desk will be open from 8:00am

9:00-9:30 PLENARY SESSION 5

Prof Mohamed Daoud, *Professor of Applied Linguistics, Institut Supérieur des Langues de Tunis (ISLT), Tunisia.*

9:30-11:00 **GROUP 8: PARALLEL SESSIONS**

9:30-10:00 (30 min sessions) GROUP 8A	10:00-10:30 (30 min sessions) GROUP 8B	10:30-11:00 (30 min sessions) GROUP 8C
<p>Emine Sevgi Özdamar and Leïla Sebbar: Mapping Global Intertexts in 'Local' Texts <i>Kate Roy, German Studies/French Studies School of Languages, Linguistics and Cultures, University of Manchester, United Kingdom</i> <i>Overview:</i> This paper will explore the role of inter-textuality in creating a dynamic model of culture in texts by Emine Sevgi Özdamar, a Turkish-German writer, and Leïla Sebbar, an Algerian-French writer. Literature, Literary Studies</p>	<p>Sinking One's Teeth into Mariama Bâ's 'Une si longue lettre': Teeth, Number, Complementarity <i>Dr. Charles O'Keefe, Department of Modern Languages, Denison University, USA</i> <i>Overview:</i> A study of the implications of applying the myth of Cadmus to the image of teeth in Bâ's novel. Literature, Literary Studies</p>	<p>Community Service Learning and the Humanities <i>Dr David Hurry, Education and Humanities, Sheffield Hallam University, United Kingdom</i> <i>Overview:</i> This presentation will outline good practice at Sheffield Hallam University and encourage workshop members to share their's. Literature, Literary Studies, Language, Linguistics</p>
<p>Cosmopolitan Justice and Immigration: A Critical Theory Perspective <i>Prof Omid Payrow Shabani, Philosophy Department, University of Guelph, Canada</i> <i>Overview:</i> Facing the pressures of globalization that have increasingly shrunk the jurisdiction of the nation-states, this paper presents a critical theory perspective on the issue of immigration from cosmopolitan justice viewpoint. Philosophy, Ethics, Consciousness, Political Science, Politics</p>	<p>The Information Age and a New Humanity: The Effects of IT on Whom We Believe We Are <i>Prof Jacobus C Kok, Dept. of Educational Sciences, University of Johannesburg, South Africa</i> <i>Overview:</i> The information era started to change humankind. Social services in particular need to accommodate the new beliefs human-beings are developing about themselves Philosophy, Ethics, Consciousness</p>	<p>Information Systems Students' Attitude Toward Ethical Behavior: A Comparative Analysis <i>Prof Badie Farah, Department of Computer Information Systems College of Business, Eastern Michigan University, USA</i> The article deals with business ethics of information systems' students. The results of surveying students with respect to their attitude toward ethical issues are summarized. Philosophy, Ethics, Consciousness</p>
<p>Canon, Cultural Memory, and Positive Knowledge in Humanities Education <i>Alan Karass, College of the Holy Cross, USA</i> <i>Overview:</i> An inquiry into the connection between the different types of intellectual material, humanities education, and the associated issues facing scholars, teachers, students, libraries and museums. Knowledge</p>	<p>Cornbelt Heartland: Region and Landscapes in Space and Time <i>Dr. Anthony Amato, Center for Rural and Regional Studies, Southwest Minnesota State University, USA</i> <i>Overview:</i> Using examples from the Midwest of the USA, this paper contemplates the potential of region and landscape for humanistic inquiries. Both provide ways to organize knowledge and texts. Knowledge</p>	<p>From Silence to Speech: African Women in New York Write about their Circumcisions <i>Natasha Gordon-Chipembere, Department of English, University of South Africa, South Africa</i> <i>Overview:</i> The paper would present the results from a writers workshop conducted in Harlem in 2005 where 8 West African women wrote about their circumcisions. Literature, Literary Studies, Sexuality, Gender, Families</p>

<p>Reframing Aboriginal Social Policy in the News: Old Stereotypes and New Opportunities Robert Harding, <i>School of Communication, Simon Fraser University, Canada</i> <i>Overview:</i> This study compares news discourse about aboriginal public policy issues in Canada's mainstream press with discourse in aboriginal news media. First Nations and Indigenous Peoples</p>	<p>The Exploitation of Childhood: Finding Effective Solutions to the Scourge of Child Trafficking Prof Carol Allais, <i>Department of Sociology, University of South Africa, South Africa</i> <i>Overview:</i> Children fall victim to many other forms of exploitation besides sexual slavery. Some of these are forced marriage, bonded labour and other illicit activities. Immigration, Refugees, Race, Nation</p>	<p>Islam and the Burden of Literalism Dr. Rafey Habib, <i>Department of English, Rutgers University, USA</i> <i>Overview:</i> An argument against the notion of literal language in the interpretation of the sacred texts of Islam. Religion, Spirituality</p>
<p>Global Education- Stories from Australia Julie Dyer, <i>Deakin University, Australia</i> <i>Overview:</i> This proposal will explore current education initiatives in Australia to develop a more globally engaged community. The focus of this exploration will be on 'new' curriculum for schools. Teaching and Learning, Globalisation</p>	<p>Bachelor of Social Work Students in Multicultural Agencies: Developing Cultural Sensitivity through Group Supervision Dr. Kim Harper, <i>School of Social Work, University of Windsor, Canada</i> <i>Overview:</i> The purpose of this paper is to present qualitative research on a unique supervisory model developed to educate students placed in multicultural agencies during their initial BSW field placements. Teaching and Learning</p>	<p>Documenting Trauma, Documenting Terror: Conceptual and Sublime Exemplary Anecdotes Dr Jabbar Al-Obaidi, <i>Department of Communication Studies, Bridgewater State College, USA</i> <i>Overview:</i> A critical comparison between two documentary films; Forget Baghdad and About Baghdad. A story of a people whose lives were dramatized by war and terror. Media, Film Studies, Theatre, Communication</p>
<p>Reclaiming the Earth Gods: A Feminist Reading of Western Myths Prof Grazia Sumeli Weinberg <i>Department of Classics and Modern European Languages, University of South Africa, South Africa</i> <i>Overview:</i> In her presentation of an array of figures taken from Western myths, Maraini uncovers 'traces of the original act of erasure', and gives cohesion to her reappropriation of maternal/earth forces. Sexuality, Gender, Families</p>	<p>The Post 2004 Tsunami Media: Voices for Science and the Humane Dr Geoffrey W. Lummis, <i>School of Education Art & Science Education, Edith Cowan University, Australia</i> <i>Overview:</i> Post-2004 Tsunami, the free-to-air and online media galvanised the global community to secure humane outcomes, as well as underscore the essential role of online scientific literacy. Globalisation</p>	<p>The Gathering of Concerns: New Forms of Collectivity and Political Action in Spain of the 21st Century Monika Szumilak, <i>Department of Languages and Literature, University of Utah, USA</i> <i>Overview:</i> The paper analyses the March 11 terrorist attack in Madrid and the forms of political activism it triggered, focusing on the role of technology and textual activity in community building. Globalisation</p>
	<p>The Stuff of Knowledge in Schools: Welcome to the Desert of the Real Barbara Carrick, <i>School of Education, University of Queensland, Australia</i> <i>Overview:</i> How the knowledge economy is being talked into being in schools Cyberspace, Technology</p>	<p>Modernist Dissent: The Auto-Ethnography of Anais Nin and Henry Miller Prof. Richard O. Clemmer <i>Department of Anthropology, University of Denver, USA</i> <i>Overview:</i> I propose to treat Anais Nin and Henry Miller as key informants, using their self-generated biographical materials to explore the tension between the cultures of the First and Second Modernities Ethnicity, Difference, Identity</p>

9:30-10:30 WORKSHOP (60 minute session) GROUP 8D	10:30-11:00 (30 min sessions) GROUP 8C
<p>Space and the Construction of Consciousness: A Discussion in Two Acts <i>Dr Gabriel Bukobza, School of Education, Hebrew University and Yehuda Zvi Mendelson, Cultural Studies, Bar Ilan University, Israel</i> <i>Overview:</i> The constructive relations between the world of objects and human consciousness will be discussed through an examination of literary texts and ecological and architectural examples. <i>Philosophy, Ethics, Consciousness</i></p>	<p>The Connection Principle and Re-enchantment of Nature <i>Dr Yujian Zheng, Department of Philosophy, Lingnan University, Hong Kong</i> <i>Grasping the link between some deep yet naturalized form of normativity and the emergence of human intentionality in the natural evolutionary process is a key to re-enchantment of nature.</i> <i>Philosophy, Ethics, Consciousness</i></p>
9:30-10:30 GARDEN SESSION 4	
Joan Copjec	
10:30-10:45 MORNING TEA	

10:45-12:15 GROUP 9: PARALLEL SESSIONS		
10:45-11:15 (30 min sessions) GROUP 9A	11:15-11:45 (30 min sessions) GROUP 9B	11:45-12:15 (30 min sessions) GROUP 9C
<p>"Other" Autobiographies: Automythography as Alternative Memoir <i>Dr. Karen Weekes, English & Women's Studies, Penn State University, Abington College, USA</i> <i>Overview:</i> This paper explores the common stylistic/contextual threads in the autobiographies of Audre Lorde, Maxine Hong Kingston, and other contemporary female memoirists who find themselves outside the mainstream of their society. <i>Literature, Literary Studies</i></p>	<p>Roman Power and the Serpent of Old Nile: Reconciling Opposites in Shakespeare's Antony and Cleopatra <i>Dr. Ann Garbett, Department of English, Averett University, USA</i> <i>Overview:</i> In a play built around structures of antithesis in its presentation of Rome and Egypt, this paper will consider whether Shakespeare finally offers a synthesis of the play's contrasting elements. <i>Literature, Literary Studies</i></p>	<p>Storytelling in the Classroom: How the Oral Tradition Enhances Teaching the Humanities <i>Dr. Colleen J. McElroy and Dr. Michael Faucette, Department of English Creative Writing Program, University of Washington Seattle, Washington, USA</i> <i>Overview:</i> An examination of storytelling as an effective and accessible strategy in teaching literature and intercultural communication. <i>Literature, Literary Studies</i></p>
<p>The Shape-Shifter on the Borderlands: The Trickster Figure and the Relationship Between Twentieth Century Oral Narrative in Xhosa Speaking Communities in South Africa and their Socio-Political and Spiritual Context <i>Dr Felicity Wood, English Department Faculty of Humanities and Social Sciences, University of Fort Hare, South Africa</i> <i>Overview:</i> South African oral narratives concerning the legendary South African inyanga (medicine man) Khotso Sethuntsa, analysing the connections between these stories and African oral narratives featuring the trickster figure. <i>First Nations and Indigenous Peoples</i></p>	<p>Staging the Noble Savage: Neoclassical Ideals of Social and Political Responsibility <i>Dr. Thomas Paul Pfeiffer, Salisbury University, Department of Communications and Theatre Arts, USA</i> <i>Overview:</i> Examining the portrayal of 'the Other' on the Restoration stage, Rousseau's concepts are seen as anticipated by the Theatre as issues of social responsibility are debated through a foreign culture.</p>	<p>Photo-Therapy: The Online Image of 9/11 <i>Jennifer Good, Department of Art History, University of Nottingham, United Kingdom</i> <i>Overview:</i> The use of photographs in online 9/11 memorial projects; the appropriation and collection of images by individuals in a process of 'bearing witness' and coming to terms with the events. <i>Media, Film Studies, Theatre, Communication</i></p>

<p>Revision and Reconstruction in the Punic Wars: Cannae Revisited Prof. Yozan D. Mosig and Imene Belhassen, Department of English, University of Nebraska-Kearney, USA <i>Overview:</i> This paper attempts to expose the revisionism in Polybius's and Titus Livius's accounts of the second Punic War and to reconstruct what actually happened in the battle of Cannae. History, Historiography</p>	<p>'The Colonial Other' as Cultural Phenomenon: Rabindranath Tagore's Reception in London, 1912 Michael Peter Collins, Faculty of Modern History, University of Oxford, United Kingdom <i>Overview:</i> This paper looks at Rabindranath Tagore's reception and interpretation by western intellectuals in London during 1912 as a case study of cultural exchange under the conditions of colonial modernity. History, Historiography</p>	<p>E-Learning: Cons and Pros Prof. Amnon Caspi, Graduate School Of Business Administration Academic Head - of Zefat Academic College, Bar Ilan University, Israel What can be said against - and for the 'so hot' concept: E-Learning. A 'Devil's advocate' speech - and later on: can we suggest a solution? Teaching and Learning</p>
<p>Legal Culture in a Multi-Cleavage Society: The Case of Israel Prof. Arye Rattner, Dean, Faculty of Social Sciences, University of Haifa, Israel <i>Overview:</i> The paper will present findings from a study examining how members of various groups and sectors in Israel relate to the law and create a heterogenous legal culture. Ethnicity, Difference, Identity</p>	<p>Language and Identity in Assia Djebar's 'L'Amour, la Fantasia' Rachel Ellen Van Deventer, French, McMaster University, Canada <i>Overview:</i> An feminist, post-colonial and narrative discourse analysis of the novel with regards to feminine identity and their representations in a North African context. Ethnicity, Difference, Identity</p>	<p>The Role of Anti-Terror Measures in the Development of 'Islamic' Terrorism Dr Stephen Vertigans and Dr Philip Sutton, School of Applied Social Studies, Robert Gordon University, Aberdeen, United Kingdom <i>Overview:</i> Study of the impact of anti-terror measures on identity formation and in particular the relationship between such measures and the development of al-Qa'ida and associated groups. Political Science, Politics</p>
<p>Technological Futures and Non-Reciprocal Responsibility Dr Chris Groves and Prof. Barbara Adam, School of Social Sciences, Cardiff University, United Kingdom <i>Overview:</i> To address our technologically-enhanced ability to create unpredictable and harmful long-term consequences means we need a comprehensive philosophical and legal concept of non-reciprocal responsibility. Globalisation</p>		<p>Many Nations under God: The Unsecular State of Europe John T.S. Madeley, Department of Government, London School of Economics and Political Science, United Kingdom <i>Overview:</i> The secularisation of the state is a neglected topic and the reality of the relatively unsecularized nature of the contemporary European State is surprising. Religion, Spirituality</p>
<p>Town Square: Designing Community: Applying graphic design principles and strategies in rural/urban development. Prof. Betsy Berger, Art and Design College of Arts and Science, Zayed University, United Arab Emirates The project's primary objective was to establish a new identity system and revitalize the community through the guidance and application of design principles</p>	<p>Innovation in Research on Islamic Political Thought: Obstacles and Impediments Dr. Aliakbar Alikhani, Political Sciences Centre for Cultural and Social Studies, Ministry of Sciences, Iran <i>Overview:</i> If research, knowledge production, and theorization are equal to innovation, we have to accept that Islamic political thought suffers from a slow movement in innovation. Political Science, Politics</p>	<p>This River I Think In: Global Social Thought and Flows of Information-Making Dr Scott Schaffer, Department of Sociology/Anthropology, Millersville University of Pennsylvania, USA <i>Overview:</i> An examination of the production, distribution, and consumption of social theory in transnational flows of theorizing. Globalisation</p>
10:45-11:45 GARDEN SESSION 5		
Prof Mohamed Daoud		
12:15-1:15 LUNCH		
1:15-2:15 GROUP 10: PARALLEL SESSIONS		
1:15-1:45 (30 min sessions) GROUP 10A	1:45-2:15 (30 min sessions) GROUP 10B	

<p>Democracy, the Late Lacan, and Karz's If Women Ran the World Prof. Maire Jaanus, English Department, Barnard College/Columbia University, USA <i>Overview:</i> I answer Fukuyama's question: what if women ran the world? with interpretations of Lacan's definition of the feminine in Encore and Richard Karz's film, If Women Ran the World. Literature, Literary Studies</p>	<p>Surviving Murambi Prof Nasrin Qader, Department of French and Italian, Northwestern University, USA <i>Overview:</i> Explores the ways in which becoming survivor in Diop's novel depends on the interruption of the ethics of representation. This interruption marks the passage from generality to singularity in ethics Literature, Literary Studies, Ethnicity, Difference, Identity</p>
<p>Is Social Work Art, Or Is Art Social Work? Leanne Schubert, School of Humanities and Social Sciences, The University of Newcastle, Australia <i>Overview:</i> This paper attempts to identify the common ground between social work and arts practice and consider some of the implications for engagement and beyond Media, Film Studies, Theatre, Communication</p>	<p>North American Advertising, Translation and Face-Threatening Acts Prof Geneviève Quillard, Department of French Studies, Royal Military College of Canada, Canada <i>Overview:</i> This paper will analyse the face-threatening acts found in English North American advertisements and the means used by the translators to avoid or deflate these face-threatening acts. Media, Film Studies, Theatre, Communication</p>
<p>Interpersonal Relations in On-Line Second Language Discussions Olga Sanchez-Castro, School of Humanities Department of Languages, Spanish, Flinders University, Australia <i>Overview:</i> Impact of CMC on Second Language Acquisition. Second language learner personal variables, interpersonal dynamics and communicative competence. Teaching and Learning</p>	<p>Scripting Presence Without Performance: Placing the Profoundly Disabled Child at the Centre of Motion Picture Narrative Fiction Stephen Hay, Institute of Communications Studies, University of Leeds, United Kingdom <i>Overview:</i> Case study examining the inclusion of a severely disabled child 'character' within a narrative film, and the implications for creative script development. Media, Film Studies, Theatre, Communication</p>
<p>Science, Society, and the Humanities: Promoting Dialogue on Science, Culture, and Ethical Responsibility Dr Gould Karen, McMicken College of Arts and Sciences, University of Cincinnati, USA <i>Overview:</i> Examines institutional initiatives to develop curricula and research projects that engage the humanities in science, technology, and public policy debates at local and global levels. Science, Environment and the Humanities</p>	<p>Reconciling Faith to Reason in Islam and Christianity: Medieval Attempts at Incorporating Reason with Revelation Dr Isham Ahmad, Department of Comparative Religion, International Islamic University, Malaysia <i>Overview:</i> The medieval philosophers' reasoning on why it was necessary to incorporate philosophy into the religious ethos is because philosophy provided the proofs for theoretical opinions in religion. This is essential. Religion, Spirituality</p>
<p>1:15-2:15 WORKSHOP (60 min session) GROUP 10C</p>	
<p>New Trajectories for Teaching the Humanities: Considering Curriculum and Pedagogical Imperatives Dr Libby Tudball, Faculty of Education, Monash University, Australia <i>Overview:</i> The workshop considers varied trajectories for humanities educators to develop curriculum and pedagogy that responds to contemporary issues and realities. Teaching and Learning</p>	
<p>Writing After Criticism Martin Harrison, Faculty of Humanities and Social Sciences, University of Technology, Sydney, Australia <i>Overview:</i> The paper investigates the teaching of writing and, particularly, writing as a creative practice in a period where literary critical definitions of literature are no longer predominant. Literature, Literary Studies, Aesthetics, Design, Teaching and Learning</p>	

<p>2:15-3:45 GROUP 11: PARALLEL SESSIONS</p>		
<p>2:15-2:45 (30 min sessions) GROUP 11A</p>	<p>2:45-3:15 (30 min sessions) GROUP 11B</p>	<p>3:15-3:45 (30 min sessions) GROUP 11C</p>

<p>The Image of Africa in Contemporary Swiss Literature Prof. Romey Sabalius, <i>San Jose State University, USA</i> <i>Overview:</i> Africa has been and still is the "Dark Continent" for most Europeans, including intellectuals. I will attempt to determine how the perception of "the other" mirrors /combats stereotypes and expectations. <i>Literature, Literary Studies</i></p>	<p>"Love Memory Reaching Out": Furrowing Africa's Killing Fields Dr. Kevin M. Hickey, <i>Department of Humanities and Social Sciences, Albany College of Pharmacy, USA</i> <i>Overview:</i> How do Ivoirian Véronique Tadjo and Zimbabwean Yvonne Vera use African histories (full of gendered traumas that interconnect ideas of nation and women and race) to promote more sustainable futures. <i>Literature, Literary Studies</i></p>	<p>Effusion of Blood: The Depiction of Violence in Mexican and American Borderland Novels Prof. Ramiro R. Rea, <i>Department of Modern Languages and Literatures, The University of Texas-Pan American, USA</i> <i>Overview:</i> Mexican and American Borderland Novels are a cartography of coloniality of power, through nation building and subalternity. <i>Literature, Literary Studies</i></p>
<p>A Community Development Project for Developing Children's Creativity and Participation Through Artistic and Cultural Activities Suhaini Muda, <i>Faculty of Communication and Modern Languages and Azlin Hilma Hillaluddin</i> <i>Faculty of Social and Human Development, Universiti Utara Malaysia, Malaysia</i> <i>Overview:</i> It is a study of the community development project that involved children and adults to work together in various programmes and activities for children from diverse background and culture. <i>Media, Film Studies, Theatre, Communication</i></p>	<p>Feminist Rewritings of Political Representation: Looking at Case Studies Dr Chantal Maille, <i>Simone de Beauvoir Institute, Concordia University, Canada</i> <i>Overview:</i> This paper draws on the feminist discourses and actions that have emerged to counter the many problems related to democratic life in Canada. <i>Political Science, Politics</i></p>	<p>Global and Local Dialogues as Cultural History: Texts, Geographies, and Categories of the Early Modern Era Prof Ray Kea, <i>Department of History, University of California at Riverside, USA</i> <i>Overview:</i> The paper examines 17th and 18th 'African' texts in the context of the Atlantic world <i>History, Historiography</i></p>
<p>"Home" and "Location": The Problem of Place as an Ethnic Identifier Dr Lynette Carter, <i>Department of Maori Studies, University of Auckland, New Zealand</i> <i>Overview:</i> A study of the effects of locking ethnic descriptors into definitions of tradition-based groups. <i>Ethnicity, Difference, Identity</i></p>	<p>Toward a Gaian Humanistic Pedagogy: Teaching Cultures as Complex Adaptive Systems Dr. Thomas I. Ellis, <i>Department of English, Tidewater Community College, USA</i> <i>Overview:</i> Describes a spherical curricular model for the humanities that shows the interconnections between seven universal characteristics of human culture. <i>Religion, Spirituality</i></p>	<p>Which Little Prince for the 'Millenials?': Developing an Intermediate French Reader for the Diverse Student Body of the 21st-Century American University Dr. Ann M. Moore, <i>Department of Modern Foreign Languages, Hampton University, USA</i> <i>Overview:</i> Developing appropriate intermediate French reading materials for today's student generation at a multicultural American university. <i>Ethnicity, Difference, Identity</i></p>
<p>A Perspective on the Rise and Fall of Roman North Africa, 2nd-4th Century AD Prof. Louise Cilliers, <i>Dept. of English and Classical Languages, University of the Free State, Bloemfontein, South Africa</i> <i>Overview:</i> The rise and fall of the once prosperous Roman province of North Africa (± modern Tunis), 2nd-4th century A.D.; possible reasons for the lack of any remaining Roman influence. <i>History, Historiography</i></p>	<p>'Sawua-Tomuoho Oyoko Abusua': An Ethnohistoriographic Journey in Search of Lineage Roots in Asante, Ghana Prof. Kofi Akwabi-Ameyaw, <i>Department of Anthropology & Geography, California State University-Stanislaus, USA</i> <i>Overview:</i> Participant-observation methods along with oral history and documentary sources are used here to reconstruct critical elements in the lineage chain of a joint branch of a chieftaincy line in Asante. <i>History, Historiography</i></p>	<p>Teaching Cultural and Visual Literacy in an Age of Naïveté, Terror and Information Sickness Prof Paul R. Solomon, <i>School of Art College of Fine Arts, Western Michigan University, USA</i> <i>Overview:</i> Students suffer from a surfeit of powerful but disconnected imagery and information. Prof. Solomon discusses how to empower students to participate consciously in rapidly evolving changes in their cultural world <i>Teaching and Learning</i></p>

<p>Creativity, Technology and Product Design Dr. Gloria Boone, <i>Communication and Journalism, Suffolk University</i> and Dr. Linda Gallant, <i>Information Design and Corporate Communication, Bentley College, USA</i> <i>Overview:</i> New product design discourse range from rational business arguments to the narrative or mythic form. Different pathways and methodologies for creativity are examined from rhetorical, artistic, and business frameworks. Cyberspace, Technology</p>	<p>Shari 'ah Customary Laws: A Sociological Perspective Dr Yunus Soualhi, <i>Department of Fiqh and Usul al-Fiqh, Faculty of Islamic Revealed Knowledge and Human Sciences, International Islamic University Malaysia, Algeria</i> <i>Overview:</i> The paper aims at investigating Shari'ah (Islamic) customary laws from a sociological perspective. Religion, Spirituality</p>	<p>Human Values in Islamic Legislation Dr Ghalia Bouhedda, <i>Department of Fiqh and Usul al-Fiqh, Faculty of Islamic Revealed Knowledge and Human Sciences, International Islamic University Malaysia, Malaysia</i> <i>Overview:</i> The paper tends to explore human values embodied in the corpus of Islamic laws Religion, Spirituality</p>
<p>Rights of Preventive Detention Detainees Dr Rusniah Ahmad, <i>Department of Law, Faculty of Public management & Law, Northern University of Malaysia, Malaysia</i> <i>Overview:</i> Rights of Detainees while in detention whereby judicial power should be given the power to review such cases. Philosophy, Ethics, Consciousness</p>	<p>Ethical Behaviour Business Ethics: Ethical Behaviour among top level management of companies in Malaysia Yuhanif Yusof, <i>Faculty of Public Management and Law, Universiti Utara Malaysia, Malaysia</i> <i>Overview:</i> Ethical behaviour among top level management of companies in Malaysia Philosophy, Ethics, Consciousness</p>	<p>Valentine's Day in Japan: Creolized Consumption Rituals, Gender Power Negotiation, and Self-Actualisation in the Age of Over consumption Yuko Minowa <i>School of Business, Long Island University - Brooklyn Campus, USA</i> <i>Overview:</i> A study to examine the relationship among the creolised gift-giving holiday, materialism, self-actualisation, gender power negotiation, and the role of consumption in Japan. Sexuality, Gender, Families</p>
<p>Gender Segregated Universities and Classrooms: Necessarily a Bad Thing? Dr. Ann Scholl, <i>Philosophy, American University Kuwait</i>, <i>Overview:</i> This paper examines whether gender segregation in Kuwait is sexist. This essay will argue that offering gender segregated classrooms can be educationally beneficial for female students. Sexuality, Gender, Families</p>	<p>Combating Sexual Harassment in the Workplace: Bridging the Law and Employer Action Dr Sabitha Marican and Dr Rusniah Ahmad, <i>Faculty of Public Management and Law, University Utara Malaysia, Malaysia</i> <i>Overview:</i> This paper brings forward the findings obtained from various research conducted regarding the need of both law and in house employer actions towards combating sexual harassment at workplace. Sexuality, Gender, Families</p>	<p>Organizational Hegemony: The Construction of Executive Women and Men as Different Workers in Corporate Britain Dr. Michele Rene Gregory, <i>Department of Social Sciences, York College/City University of New York, USA</i> <i>Overview:</i> This presentation reports on an empirical study of the positioning of highly skilled women and men in the UK advertising and computing industries of the late 1980s and early 1990s. Sexuality, Gender, Families</p>
<p>2:15-3:15 WORKSHOP (90 min session) GROUP 11D</p>		<p>3:15-3:45 (30 min sessions) GROUP 11C</p>
		<p>Year of the Typhus: The Shoah as Lived by Tunisian Muslims and Jews (November 1942-May 1943) Dr. Lamia Ben Youssef Zayzafoon, <i>School of Arts & Humanities and School of Social and Behavioural Sciences, University of Birmingham at Alabama, USA</i> Paper compares the experiences of Tunisian Jews and Muslims during the triple colonization of North Africa by the Vichy regime, Axis powers and the Allies. Ethnicity, Difference, Identity</p>
<p>3:45-4:00 AFTERNOON TEA</p>		

4:00-5:00 GROUP 12: PARALLEL SESSIONS	
4:00-4:30 (30 min sessions) GROUP 12A	4:30-5:00 (30 min sessions) GROUP 12B
<p>Pleasurable Places: Women in Muslim Mileus Dr. Fawzia Ahmad, <i>French and Italian; Women's Studies, University of Colorado, Boulder., University of Colorado, Boulder, USA</i> <i>Overview:</i> This paper will deal with the notion of pleasure as derived from a particular environment by Muslim women. <i>Literature, Literary Studies</i> CHECK THIS - had x - leave in program</p>	<p>Peer-Peer Dialogues about Grammatical Forms: First Language Use in Immersion Classes Dr Margaret Gearon, <i>Faculty of Education, Monash University, Australia</i> <i>Overview:</i> The use of L1 during L2 tasks in a partial immersion French programme. <i>Language, Linguistics</i></p>
<p>Gender in Post 9/11 America Maria Velazquez, <i>Gender/Cultural Studies Program, Simmons College, USA</i> <i>Overview:</i> This project seeks to examine American constructions of gender in post 9/11 media, with a particular focus on advertising and the marketing of femininity. <i>Media, Film Studies, Theatre, Communication</i></p>	<p>Teaching Multiculturalism Through Film Genevieve Brackins, <i>InterDisciplinary Program in the Humanities, Florida State University, USA</i> <i>Overview:</i> The Colloquium explores the dynamics involved in 'teaching multiculturalism through film.' It reveals the relationship between art and politics, located in the potentially explosive setting of a university classroom. <i>Media, Film Studies, Theatre, Communication,</i></p>
<p>Democracy and the Education of the Whole Person: Historical Examples of the Trajectory of John Dewey's Ideas Dr. Rosa Bruno-Jofre, and Dr. G. L. (Skip) Hills <i>Faculty of Education, Queen's University, Canada</i> <i>Overview:</i> A conceptual history of selected Deweyian educational ideas. The paper traces their transfer to, and modification within, two contexts of educational reform. <i>Teaching and Learning</i></p>	<p>Anthropological Knowledge and Local Cultural Theory: Reformulating the Anthropological Subject Through Tuareg Spatial and Temporal Concepts Prof Susan Jane Rasmussen, <i>Department of Anthropology McElhinney Hall University of Houston, USA</i> The proposed essay draws on Tuareg cultural and Tamajaq linguistic categories and concepts of time and space in order to suggest ways in which to revise anthropological concepts of culture. <i>Knowledge</i></p>
<p>New Directions in Dance History Dr Angela Kane, <i>School of Arts, Communication and Humanities, University of Surrey, United Kingdom</i> <i>Overview:</i> My paper interrogates 21st century dance history scholarship and situates it within the wider context of postmodernist discourse and contemporary practice. <i>History, Historiography</i></p>	<p>Realising Identity: The Process and the Product Dr Patricia D. Duffy, <i>Department of Languages and Cultures French Programme P.O. Box 56, University of Otago, New Zealand</i> <i>Overview:</i> An analysis of 'Au pays de mes racines' (1980) by Marie Cardinal <i>Ethnicity, Difference, Identity</i></p>
	<p>Are Needs of Disadvantaged Families Met by Family Support Services? Alexandra Kozlova, <i>Department of Social Policy and Social Work, University of Oxford, United Kingdom</i> <i>Overview:</i> The research was carried on to explore and describe needs and demands of disadvantaged families in Eastern Europe. The importance of development of Family Support Services is highlighted. <i>Sexuality, Gender, Families</i></p>
<p>Gender: The Dichotomous Variable in Oral Health Research: Edentulism in adults Prof Charlene W J Africa, <i>Medical Biosciences Faculty of Science, University of the Western Cape, South Africa</i> <i>Overview:</i> This study tests the hypothesis that there is a higher incidence of edentulism in women than in men. <i>Science, Environment and the Humanities</i></p>	<p>How Aboriginal stories of fire may have shaped contemporary burning practices in Australia. Dr Sonia Tidemann, <i>Academic & Research Division, Batchelor Institute of Indigenous Tertiary Education, Australia</i> <i>Overview:</i> Burning the landscape as depicted in Aboriginal stories and how these relate to contemporary burning practices in Australia. <i>Science, Environment and the Humanities</i></p>

<p>The Pragmatogony: Information and communication Technologies and the transformation of the human subject: Pragmatogony Prof. Carel Stephanus De Beer, <i>Department of Information Science, University of Pretoria, Pretoria, South Africa</i> <i>Overview: Pramatology describes the situation where human subject is no longer the creator of objects, but where the creative impact of the object on the subject in shaping it.</i> <i>Philosophy, Ethics, Consciousness</i></p>	<p>Preventive Detention and Rights given to Detainees Dr Rusniah Ahmad, <i>Department of Law, The Faculty of Public Management & Law, Northern University of Malaysia, Malaysia</i> <i>Overview: Discussion on the treatment of prisoners and detainees that are regarded as an abuse of human rights by the concern authorities.</i> <i>Philosophy, Ethics, Consciousness</i></p>
<p>4:00-5:00 WORKSHOP (60 min session) GROUP 12C</p>	
<p>Fish for Food, Fish for Livelihoods: Investigating the Potential of Fine Art as a Language of Ecological Communication Dr Jane Quon and Lindsay Broughton, <i>School of Art, University of Tasmania, Australia</i> <i>Overview: There is increasing concern over unsustainable exploitation of the fisheries in the Mekong Delta. Open-ended conversations will test the efficacy of five non-narrative film-based installations to communicate these issues.</i> <i>Science, Environment and the Humanities</i></p>	

DAY 4 – THURSDAY 6th JULY

REGISTRATION desk will be open from 8:00am

8:30-9:00 PLENARY SESSION 6

Prof Tom Nairn, RMIT University Australia

9:00-9:30 PLENARY SESSION 7

Dr Hassan Hanafi, Cairo Egypt

9:30-10:30 **GROUP 13: PARALLEL SESSIONS**

9:30-10:00 (30 min sessions) **GROUP 13A**

Migration and Identity in Contemporary Women's London Narratives

Dr Susan Alice Fischer, English Department, Medgar Evers College of The City University of New York, USA

Overview: This paper discusses the ways that contemporary British women novelists write about migration to the global city.

Literature, Literary Studies

Distancing Oneself

Dr Mark Jackson, School of Art and Design, AUT University, New Zealand

Overview: This paper engages with Spurs: The Styles of Nietzsche, a text by Jacques Derrida, as a reading of Heidegger on an ontology of sexual difference.

Language, Linguistics

"Roots, Reality and Religion: Simone Weil's Re-visioning of the World"

Dr. Anna J. Brown, Department of Political Science, Saint Peter's College, USA

Overview: Simone Weil's genius was to put forth physical labour as the "spiritual core of a well-ordered social life."

Religion, Spirituality

The Heart and Soul of a Humanities Agenda: Dirt, Death, and Creativity

Dr Richard Max Ilgner, Department of German and Russian, Memorial University, Canada

Overview: Robertson Davies' novel, The Rebel Angels, will be analysed from its intertwined theme of a humanities curriculum and the source of intercultural conflict.

Science, Environment and the Humanities

Intersubjectivity and the Meaning of Things

Dr Roberta Robin Dods, Community, Culture and Global Studies (Anthropology), University of British Columbia - Okanagan, Canada

Overview: Question: How do we develop a 'negotiated' intersubjective meaning from coming to 'know' the 'things' (material culture) of oral tradition societies of the past?

First Nations and Indigenous Peoples

10:00-10:30 (30 min sessions) **GROUP 13B**

Voices From the Past, Choices in the Present, Vision for the Future

Dr. Mabel Deane Khawaja, English Department, Hampton University, USA

Overview: Language of mysticism delimits traditional boundaries.

Literature, Literary Studies

Provocative Coincidences - An Ontology of the Question as Style: Writing Beyond the Aporias of the Subject (Woman, Style, Ethics)

Maria O'Connor, The School of Art & Design, AUT University (Auckland University of Technology), New Zealand

Overview: Through a deconstructive framework this paper seeks to coincide the styles and genres of writing with a question of woman and ethics.

Language, Linguistics

Communication Alienation and the Other: An Ontological Perspective of Interpersonal Communication

Dr. Gerald Powell, Coppin State University, Humanities, Communication, USA

Overview: My central concern here is to advance the ontological significance of alienation (non-being) and the role it plays with humankind seeking interpersonal relations with the "Other."

Philosophy, Ethics, Consciousness

J. Goytisolo's Vindication of Muslim Spain: Count Julian's Revenge

Dr. Marina Martín, Dept. of Modern & Classical Languages, St. John's University, USA

Overview: In his novel Vindication of Count Julian, J. Goytisolo presents a fresh and unconventional reading of the so-called Arab 'invasion' of the Iberian Peninsula, challenging the official account.

History, Historiography

The Role of the School System in the Development of Idealized Identity Among Adolescent Migrants: Education and Idealized Identity

Dr Charlotte Sabbah, School of Social Work, University of Montreal, Canada

Overview: Presentation highlighting negative effect of school curriculum on performance and development of migrant and marginalized youth's idealized image when it does not take into account language and cultural representations importance.

Immigration, Refugees, Race, Nation

<p>Indigenous Community and Economic Sustainable Development in Business Partnerships: The Impact of Global and Local Issues Rosanna Bruzichessi, general Manager, Property & Facilities Division, Spotless Services Ltd and Julie Foster Smith, Globalism Institute, RMIT University, Australia <i>Overview:</i> This paper will address economic and social outcomes that impact on Indigenous Communities as well as these impacts on Native Title holders. Globalisation</p>	<p>Consumer Culture and Cultural Sphere between Modernity and Postmodernism: An Imaginary Matrix Sabine H. Hoffmann, Department of International Communication, Macquarie University, Australia <i>Overview:</i> Post-modern Identity and Consumerism: A Cultural Marketing Discourse Globalisation</p>
<p>An Introduction to New Literacy Studies: The Work of James Paul Gee Dr. Kathleen T. Brown Arts & Humanities, University College-McKeesport, Department of Communications and Jeanna E. Cooper, Information Sciences and Technology, The Pennsylvania State University, McKeesport Campus, USA <i>Overview:</i> This paper examines the significant contributions of James Paul Gee’s scholarly works with respect to his notion of discourse. Language, Linguistics</p>	<p>Selected Headlines of a Week in Four British Newspapers Dr Leila Luukko-Vinchenzo School of Languages, Liverpool John Moores University, United Kingdom <i>Overview:</i> The paper deals with a linguistic analysis of headlines in four different British newspapers in the week following Yasser Arafat's death in November 2004. Language, Linguistics</p>
<p>9:30-10:30 WORKSHOP (60 minute session) GROUP 13C</p>	
<p>'I Get It!': Bringing Global English and Creative Diversity Together Prof. Linda Conway Correll, Department of Advertising College of Journalism and Communications, The University of Florida, USA <i>Overview:</i> An interactive ideation presentation of Creative Aerobics that finds creative common ground in global English. Globalisation, Ethnicity, Difference, Identity</p>	
<p>9:30-10:30 GARDEN SESSION 6</p>	
<p>Tom Nairn</p>	

10:30-10:45 MORNING TEA	
10:45-11:45 GROUP 14: PARALLEL SESSIONS	
10:45-11:15 (30 min sessions) GROUP 14A	11:15-11:45 (30 min sessions) GROUP 14B
<p>The Development of the Feminist Movement in Tunisia (1920s-2000s): Tunisian Women Start Organizing Dr Khedija Arfaoui, <i>Assoc of Tunisian Women for Research & Development, Tunisia</i> <i>Overview:</i> Tunisian women started organizing by supporting the nationalist movement. State feminism began in the early fifties and the autonomous feminist movement in the late seventies.</p>	<p>The Poetics of Diaspora, Identity and Dialogic Synthesis in Contemporary British Cross-Cultural Poetry Dr. Renuka Rajaratnam, <i>Manchester Metropolitan University English Research Institute, U.K., Manchester Metropolitan University, United Kingdom</i> <i>Overview:</i> The paper is a study of contemporary cross-cultural poetry in Britain and will focus on cross-cultural convergence and dialogic synthesis as important formations of diaspora poetics. Literature, Literary Studies</p>
<p>Towards a Poetics of Contemporary Public Rhetoric: The Problem of Platitude and Cliché Dr Tom Clark, <i>School of Communication, Culture & Languages, Victoria University, Australia</i> <i>Overview:</i> This paper asks how we may assess the role of platitude and cliché in the process of composing contemporary public rhetoric. Media, Film Studies, Theatre, Communication</p>	<p>Trance Ritual in the Martial Arts of the Minangkabau in West Sumatra: The Pauleh Tinggi Ceremony in Sicincin Dr. Kirstin Pauka, <i>Department of Theatre and Dance, University of Hawaii, USA</i> <i>Overview:</i> Analysis of the martial arts of the Minangkabau of West Sumatra and their utilization of trance ritual in training and group identity formation. Media, Film Studies, Theatre, Communication</p>
<p>Virtual Learning in History and the Educative Experience: Rethinking the Ideal of the Educated Person Dr. Rosa Bruno-Jofre, <i>Faculty of Education, Queen's University, Kingston, Ontario, Canada</i> <i>Overview:</i> Discussion of the integration of information and communications technologies having an ethically defensible vision of education. Use of a pilot project in a virtual learning environment as reference. Teaching and Learning</p>	<p>Teaching Humanities in Post-colonial Societies: Local and Global Debates on Culture Prof. Elizabeth Suzanne Kassab, <i>Faculty of Arts and Social Sciences, University of Balamand,</i> <i>Overview:</i> Cultural debates in post-colonial societies have been central public debates, especially in the Arab World. Yet, they are not taught in post-colonial universities. I suggest explanations and suggestions. Teaching and Learning</p>
<p>Indigenous Community and Economic Sustainable Development in Business Partnerships: The Impact of Global and Local Issues Rosanna Bruzichessi, <i>Property & Facilities Division, Spotless Service Ltd</i> and Julie Foster Smith, <i>Globalism Institute RMIT University, Australia</i> <i>Overview:</i> This paper will address economic and social outcomes that impact on Indigenous Communities as well as these impacts on Native Title holders</p>	<p>Honouring Sites of Pain, Trauma and Resistance in East Timor Dr Michael Leach, <i>Institute for Citizenship and Globalisation, Faculty of Arts, Deakin University, Australia</i> <i>Overview:</i> This paper examines the way difficult sites of imprisonment, trauma and resistance are being remembered in the newly independent nation of East Timor. History, Historiography</p>
<p>Indigenous Voices and Sacred Spaces: A Model for Teaching Native American Philosophies and Cultures Prof Bernard den Ouden, <i>Humanities, University of Hartford, USA</i> <i>Overview:</i> A description of courses created to learn about Indigenous Cultures on their terms and in their spaces. Lakota and Pueblo Courses are examples First Nations and Indigenous Peoples</p>	<p>God Knows Hudas Not Pay': The Trickster Motif in Filipino Popular and Performance Culture Jennifer Decolongon, <i>Department of English with Cultural Studies and the School of Creative Arts, The University of Melbourne, Australia</i> This paper examines the trickster motif in Philippine popular and performance culture, arguing that the resulting interplay between trust, humour and resentment gives narrative shape to Filipino postcolonial identity formation. Immigration, Refugees, Race, Nation</p>
<p>Fleeting Heterotopias: Troy, Andalusia, and the Whirling Darwish of Palestine Prof. Abdul-Rahim Al-Shaikh, <i>Department of Philosophy and Cultural Studies, Birzeit University,</i> <i>Overview:</i> While Palestine, Andalusia, and Troy evoke an everlasting circular time of loss and defeat, they mirror a linear space of heroism and triumph in the literary artifact of Mahmoud Darwish. Literature, Literary Studies</p>	<p>The Burial of the Dead: The Psychoanalytic Pass in Harold Brodkey's 'This Wild Darkness' Dr. Tom Ratekin, <i>Department of English, Barnard College, USA</i> <i>Overview:</i> I argue that Harold Brodkey's 1996 memoir <i>This Wild Darkness</i> reflects the psychoanalytic Pass developed by Jacques Lacan. Literature, Literary Studies</p>
10:45-11:45 WORKSHOP (60 minute session) GROUP 14C	

The Rhetorical Anecdote as an Approach to Teaching Thematic Courses

Dr. Marcia Violet Godich, Department of Communication Studies School of Arts and Sciences, East Stroudsburg University, USA

Overview: A workshop on how to approach, create and develop thematic courses based on human action and motivation.

[Teaching and Learning](#)

Play Up Diversity Learning Through Playwright Exploration

Dr. Martine Harvey, Department of Speech Communication, Minnesota State University, Mankato, Minnesota, USA

Overview: This workshop will explore diversity through playwrights and enhance learning in your students to demonstrate the value of a teaching and active learning style.

[Ethnicity, Difference, Identity, Immigration, Refugees, Race, Nation](#)

10:45-11:45 GARDEN SESSION 7

Hassan Hanafi

11:45-12:45 GROUP 15: PARALLEL SESSIONS

11:45-12:15 (30 min sessions) GROUP 15A

Voice Upon Voice: Postcolonial Rhythms in Toni Morrison's Trilogy

Dr. Sharon Jessee, English Department, University of Wisconsin-La Crosse, USA

Overview: "Voice Upon Voice" considers Toni Morrison's trilogy of novels, *Beloved*, *Jazz* and *Paradise*, as a post-colonial project incorporating an African and African American polyrhythmic aesthetic.

[Literature, Literary Studies](#)

The Construction of Harmonious Communities: Implications for Language Use and Language Teaching
Prof. Sylvia S. L. Ieong, Faculty of Education, University of Macau, Macao Special Administrative Region of PRC, China
Overview: This paper discusses the concepts of building harmonious societies, implications for enhancing humanity, cultural dialogue, language use and language teaching.

[Language, Linguistics](#)

Moving Beyond the Problem: Using Cultural Theory to Transform Nursing Education and Practice

Assoc Prof Margaret Maura McAllister, School of Nursing and Midwifery Griffith University, Griffith University, Australia

Overview: This paper will describe, illustrate and critique a transformative model of teaching nursing using critical social theory.

[Teaching and Learning](#)

The Importance of Hagiography in the Humanities: Promoting Peace and Tolerance

Dr. Rose Rudnitski, Department of Educational Administration, State University of New York, USA

Overview: Paper on the importance of studying the lives of saints and holy people in history, religion and the social sciences. These people provide concrete models that counterbalance dominant cultural materialism.

[Religion, Spirituality](#)

12:15-12:45 (30 min sessions) GROUP 15B

The E/ Motions Around Injury in Circus Performance: Merleau Ponty's Body Schema and Physical Extremes in Circus

Prof Peta Tait, Professor in Theatre and Drama, La Trobe University, Australia

Overview: How do circus performers understand what Merleau Ponty terms their body schema, when they work in physical extremes including pain?

[Media, Film Studies, Theatre, Communication,](#)

The 'Mirror Stage' of Semiotics
Dr Elissavet Evdoridou, University of Thessaly, University of Thessaly, Greece

Overview: Research on how even a non-fictional text can acquire elements of literality, narrativity and passionality, focussing also on what 'mirror stage', in this case may mean.

[Language, Linguistics](#)

Analysis of Text and Context in the Time of Violence

Cecilia Silva, Center for the Advancement of Higher Education, Tohoku University, Japan

Overview: Analysis of text and context in "The flight of the tiger", an allegorical tale of a dictatorial period.

[Literature, Literary Studies](#)

Edward Said's Humanism and Democratic Criticism: Bridging the Gap Between the Humanities and the Public Sphere in the Post-9/11 World

Dr. Jonathan Walsh, French Department, Wheaton College, Massachusetts, USA

Overview: A study of Edward Said's vision for Humanism and the role of the university in the post-9/11 world

[Philosophy, Ethics, Consciousness](#)

<p>Nairn's "Uneven Development", David's "Omnibalancing", and Ehteshami and Hinnebusch's "Middle Level Powers": An Explanation of Capitalism, Nationalism and State Formation in Iraq since the Iraqi War Prof Robert Olson, <i>University of Kentucky, History Department, USA</i> <i>Overview:</i> I use the concepts of "Uneven Development", "Omnibalancing", and "Middle Level" Powers as concepts to explain Kurdish state formation in Iraq since the US invasion of that country in March 2003. <i>Political Science, Politics, Globalisation, Ethnicity, Difference, Identity</i></p>	
<p>Moving Manchester, Mediating Marginalities: Humanities in the 'Contact Zone' Dr Corinne Fowler, <i>English and Creative Writing Institute for Advanced Studies, Lancaster University, United Kingdom</i> <i>Overview:</i> In January 2006, a research team started work, aiming to give critical attention to published narratives in English by writers who have migrated to, or through, Greater Manchester since 1960. <i>Immigration, Refugees, Race, Nation</i></p>	<p>Human Rights Reporting Frameworks for Government, Corporate and Civil Society Prof. Linda Hancock, <i>Arts Faculty Deakin University, Deakin University, Australia</i> <i>Overview:</i> Charters of rights as protective frameworks <i>Political Science, Politics</i></p>
<p>11:45-12:45 WORKSHOP (60 minute session) GROUP 15C</p>	
<p>SymbioticA: A New Model for Interaction Between Science and the Arts Prof. Stuart Bunt, <i>SymbioticA, Art and Science Lab, School of Anatomy and Human Biology, University of Western Australia, Australia</i> <i>Overview:</i> SymbioticA provides a unique space in a school of bioscience where the humanities can critically interact with the sciences from a position of equality and direct hands on experience. <i>Philosophy, Ethics, Consciousness</i></p>	
<p>12:45-1:45 LUNCH</p>	

1:45-3:15 GROUP 16: PARALLEL SESSIONS

1:45-2:15 (30 min sessions) GROUP 16A	2:15-2:45 (30 min sessions) GROUP 16B	2:45-3:15 (30 min sessions) GROUP 16C
<p>How to do Politics with Words <i>Oliver Feltham, American University of Paris, France</i> <i>Overview:</i> The goal of this research is to develop a theory of emergent apparatuses of communication in periods of political transformation.</p>	<p>The Hegemonies of Desire: Romance in Judith Hermann’s Nichts als Gespenster (Nothing but Ghosts) <i>Dr. Steven James Joyce, The Department of Germanic Languages and Literatures, The Ohio State University-Mansfield, USA</i> <i>Overview:</i> Employing the concept of the ‘hermeneutic circle’ this article examines Hermann’s literary presentation of romance in the seven stories the makeup Nichts als Gespenster. <i>Literature, Literary Studies</i></p>	<p>Mothers, Victims and Bombers: Images of Women in the Israeli-Palestinian Conflict <i>Dr. Eugenie Almeida, Department of Performing & Fine Arts, Fayetteville State University, USA</i> <i>Overview:</i> A critical discourse analysis of descriptions of Israeli and Palestinian women in the U.S. press for the period of 2002-2003. <i>Media, Film Studies, Theatre, Communication, Language, Linguistics</i></p>
<p>Revitalization or Degeneration of Radical Consequentialism?: On Processual Ontology, Vitalism and Ethics <i>Dr. Seppo Poutanen, Department of Sociology, University of Turku, Finland</i> <i>Overview:</i> My paper compares Derek Parfit’s radically consequentialist moral theory with neoprocessualism and neovitalism. <i>Philosophy, Ethics, Consciousness</i></p>	<p>To be or Not to be French, Or How Paul Smail Reconfigures La Francité <i>Dr. Mootacem Bellah Mhiri Africana Studies, Vassar College, USA</i> <i>Overview:</i> How Paul Smail’s identity construction tries to reconcile the conflicting desires and pressures of French nationalism and his multicultural heritage. <i>Immigration, Refugees, Race, Nation</i></p>	<p>Speaking Without Tongues: Visual Responses to Asylum Seeker Detention in Australia <i>Traudi Allen, Department of Australian Studies, Monash University, Australia</i> <i>Overview:</i> This paper explores visual responses to the circumstances of asylum seekers in Australian detention centres. <i>Immigration, Refugees, Race, Nation</i></p>
<p>Disappearing Nation: Loss and Engagement in Australia’s Encounter with Asia <i>Prof David Walker, Professor of Australian Studies Faculty of Arts, Deakin University, Australia</i> <i>Overview:</i> This paper will examine the competing claims of ‘Asia’ and ‘Australia’ and the anxieties associated with the alleged loss or disappearance of the nation. <i>History, Historiography</i></p>	<p>Reinventing the Self Through Women’s Writing Courses <i>Dr. Sarvar V. Sherry Chand, Department of English, St. Xavier’s College, India</i> <i>Overview:</i> A women’s writing course, underpinned by a feminist pedagogy and a critical theory of identity formation, shows that though positive identity effects involve struggles, students prefer a ‘liberated’ identity. <i>Teaching and Learning</i></p>	<p>Creating a Museum: How Students Can Transform Ideas About the Past <i>Malcolm Philip Jamieson Hay, Nambour State High School, Education Queensland, Australia</i> <i>Overview:</i> A description of a unit of secondary History that involved students creating a museum exhibition for the local museum, illustrating elements of past cultures. <i>Teaching and Learning</i></p>
<p>The Impact of US Aid Policy on Democracy in Jordan and the Arab World <i>Prof. Abdel Mahdi Alsoudi Faculty of Humanities and Social Sciences, Sociology Department, Jordan University,</i> <i>Overview:</i> The aim of this paper is to discuss the impact of US aid policy in democracy and political reform in Jordan and the Arab World. <i>Political Science, Politics</i></p>	<p>A Survey Study of Elderly Nursing Homes in Jordan <i>Dr Salah Al-louzi, Social Work Program The University of Jordan,</i> <i>Overview:</i> Analysing psycho-social conditions pushing elderly people into nursing homes, as well as the consequences of being in such nursing homes.</p>	<p>Recapturing the Public Space: Federalist #10 and the Salutary Role of Civic Engagement <i>Prof Robert King, Political Science, Georgia Perimeter College, USA</i> <i>Overview:</i> The author discusses the need to re-invigorate U.S. students’ geo- political literacy and to recapture the public space in the U.S. political system. <i>Political Science, Politics</i></p>

<p>Alcibiades: Ancient Greek Aristocratic Ideal or Antisocial Personality Disorder? Dr Kathleen Evans, <i>School of Nursing and Midwifery Faculty of Health Nathan Campus, Griffith University, Australia</i> <i>Overview:</i> A discussion of the importance of time, society and culture when psychiatric diagnoses are made from literary material. Ancient Greece and the modern West History, Historiography</p>	<p>Classrooms for Christ: Indian Responses to Protestant Christian Educational Initiatives, c1813-1858 Assoc Prof Ian Copland <i>School of Historical Studies, Monash University, Australia</i> <i>Overview:</i> Discusses a fracas which occurred in Bombay in 1839 over the conversion of two Parsi boys to Christianity in the context of the debate on of “civilizing”/ Christianising India History, Historiography</p>	<p>Teaching Gilgamesh: The Historical Context of Obliteration Dr. M. Lynn Rose, <i>History, Truman State University, USA</i> <i>Overview:</i> “Teaching Gilgamesh: The Historical Context of Obliteration” summarizes the experience of designing and teaching the Epic of Gilgamesh as a small research course for advanced undergraduate students. History, Historiography</p>
<p>The Architectures of Paradise Dr Tessa Morrison, <i>The School of Architecture and Built Environment, The University of Newcastle, Australia</i> <i>Overview:</i> This paper examines the architecture of three Utopian visions of paradise. They are disconnected in culture, distance and time, however, they are surprising in both their differences and similarities. Aesthetics, Design</p>	<p>Intellectual Integrity and Cross-cultural Engagements: A Study-Abroad Program in Tunisia Dr. Iraj Omidvar, <i>Department of Humanities and Technical Communication, Southern Polytechnic State University, USA</i> <i>Overview:</i> Exploring approaches to Cross-cultural engagements that counter stereotypes, this presentation discusses my experiences and the experiences of my students from American colleges in a summer program in Tunisia. Ethnicity, Difference, Identity</p>	<p>Development and Multiculturalism: Projects of Modernity or Postcolonial Predicament? Dr Nabila Jaber, <i>Sociology and Anthropology, Canterbury university, Christchurch, New Zealand</i> <i>Overview:</i> This paper looks critically at the ways in which projects of modernity- development/ modernization in Global South and multiculturalism in western imagination are played out in cultural politics of representation/identity Globalisation, Ethnicity, Difference, Identity</p>

1:45-2:45 WORKSHOP (60 min session) GROUP 16D		2:45-3:15 (30 min sessions) GROUP 16C	
<p>Future Tense for the Humanities: Views from the Liberal Arts College and the Technological Institute <i>Prof James Buzard, Literature Faculty, Massachusetts Institute of Technology and Prof Priti Joshi, English Department, University of Puget Sound, USA</i> <i>Overview:</i> In this presentation we will discuss the possible futures for humanistic study from two complementary institutional settings: the traditional liberal arts college and the technological institute. <i>Science, Environment and the Humanities</i></p>		<p>Rupert Murdoch's Digital Agenda <i>Prof Alan Knight, Chair of Journalism & Media Studies, Central Queensland University, Australia</i> <i>Overview:</i> The world's most globalised media operation, News Corporation is shifting its emphasis from old media to new in an attempt to increase profits in the digital age <i>Media, Film Studies, Theatre, Communication</i></p>	
<p>TeleSUR, Venevision, and the Bolivarian Revolution: Culture and Class in Media Democracy <i>Dr. Lee Artz, Centre for Instructional Excellence, Department of Communication and Creative Arts, Purdue University Calumet, USA</i> <i>Overview:</i> Television of the South (TeleSUR), the new pan-Latin American television network, represents new social relations and communicates via media the processes of social change <i>Media, Film Studies, Theatre, Communication, Globalisation</i></p>		<p>The Strange 'Magic' of the British Honours System in a 'Globalising' World <i>Dr Stella Maile, Sociology, Humanities, Languages and Social Science, United Kingdom</i> <i>Overview:</i> This paper provides a critical analysis of the cultural, social and political meanings of the British Honours System in the context of an apparently de-traditionalising world.</p>	
3:15-3:30 AFTERNOON TEA			
3:30-4:00 PLENARY SESSION 8			
<i>Prof Khalifa Chater, Professor Emeritus of Contemporary History, Université de Tunis, Tunisia</i>			
4:00-5:00 CLOSING SESSION			

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