

2015

Social Sciences Abstracts

Second Annual International
Conference on Social Sciences
27-30 July 2015, Athens, Greece

Edited by Gregory T. Papanikos

THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH



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2nd Annual International
Conference on Social Sciences
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Greece

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First Published in Athens, Greece by the Athens Institute for Education and
Research.

ISBN: 978-960-598-023-8

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Preface

This abstract book includes all the abstracts of the papers presented at the *2nd Annual International Conference on Social Sciences, 27-30 July 2015, Athens, Greece*, organized by the Athens Institute for Education and Research. In total there were 36 papers and 39 presenters, coming from 15 different countries (Brazil, Canada, Colombia, Egypt, Israel, Italy, Malaysia, New Zealand, Poland, Romania, South Africa, Taiwan, Turkey, UK and USA). The conference was organized into seventeen sessions that included areas such as Social Problems and Social Challenges, Political Theory and Political Practice, Education Aspects and other related fields. As it is the publication policy of the Institute, the papers presented in this conference will be considered for publication in one of the books and/or journals of ATINER.

The Institute was established in 1995 as an independent academic organization with the mission to become a forum where academics and researchers from all over the world could meet in Athens and exchange ideas on their research and consider the future developments of their fields of study. Our mission is to make ATHENS a place where academics and researchers from all over the world meet to discuss the developments of their discipline and present their work. To serve this purpose, conferences are organized along the lines of well established and well defined scientific disciplines. In addition, interdisciplinary conferences are also organized because they serve the mission statement of the Institute. Since 1995, ATINER has organized more than 150 international conferences and has published over 100 books. Academically, the Institute is organized into four research divisions and nineteen research units. Each research unit organizes at least one annual conference and undertakes various small and large research projects.

I would like to thank all the participants, the members of the organizing and academic committee and most importantly the administration staff of ATINER for putting this conference together.

Gregory T. Papanikos
President

FINAL CONFERENCE PROGRAM
2nd Annual International Conference on Social Sciences
27-30 July 2015, Athens, Greece

**Conference Venue: Titania Hotel, 52 Panepistimiou Avenue, Athens,
Greece**

Organization and Scientific Committee

1. Dr. Gregory T. Papanikos, President, ATINER & Honorary Professor, University of Stirling, UK.
2. Dr. George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.
3. Dr. Ioannis Stivachtis, Director Social Sciences Research Division, ATINER & Director, International Studies Program Virginia Tech - Virginia Polytechnic Institute & State University, USA.
4. Dr. John Roufagalas, Head, Economics Research Unit, ATINER & Professor of Economics, Troy University, USA.
5. Dr. Gregory A. Katsas, Head, Sociology Research Unit, ATINER & Associate Professor of Sociology, The American College of Greece-Deree College, Greece.
6. Dr. Sharon Claire Bolton, Head, Management Research Unit, ATINER & Professor of Organizational Analysis - Head of School, The Management School, University of Stirling, Scotland.
7. Dr. Thanos Patelis, Head, Psychology Research Unit, ATINER & Vice President of Research and Analysis, The College Board, USA.
8. Dr. Yorgo Pasadeos, Head, Mass Media & Communications Research Unit, ATINER & Professor, University of Alabama, USA.
9. Dr. Panagiotis Petratos, Vice President of ICT, ATINER, Fellow, Institution of Engineering and Technology & Professor, Department of Computer Information Systems, California State University, Stanislaus, USA.
10. Dr. Nicholas Pappas, Vice-President of Academics, ATINER, Greece & Professor, Sam Houston University, USA.
11. Dr. Chris Sakellariou, Vice President of Financial Affairs, ATINER, Greece & Associate Professor, Nanyang Technological University, Singapore.
12. Ms. Olga Gkounta, Researcher, ATINER.

Administration

Stavroula Kyritsi, Konstantinos Manolidis, Katerina Maraki & Kostas
Spiropoulos

Monday 27 July 2015

(all sessions include 10 minutes break)

08:00-08:30 Registration and Refreshments

08:30-09:00 (ROOM B) Welcome & Opening Remarks

- Dr. Gregory T. Papanikos, President, ATINER & Honorary Professor, University of Stirling, UK.
- Dr. George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.
- Dr. Peter Yannopoulos, Academic Member, Marketing Research Unit, ATINER & Professor, Brock University, Canada.
- Dr. Cleopatra Veloutsou, Head, Marketing Research Unit, ATINER & Senior Lecturer of Marketing, University of Glasgow, U.K.

09:00-10:30 Session I (ROOM B): Branding in a Global and Interdependent World

Chair: Cleopatra Veloutsou, Head, Marketing Research Unit, ATINER. & Senior Lecturer of Marketing, University of Glasgow, U.K.

1. *Nicolas Papadopoulos, Chancellor's Professor, Carleton University, Canada, Jill Reid, Assistant Professor, Fairleigh Dickinson University, Canada, Michel Rod, Associate Professor, Carleton University, Canada & Jose Rojas-Mendez, Associate Professor, Carleton University, Canada. Place-Brand Associations in International Branding and Advertising: What Managers Think.
2. Marie-Helene Abbo, Professor, Groupe ESC PAU Business School, France & Muneesh Kumar, Professor, University of Delhi, India. Brand Alliances with Social Causes: What Drive the Consumer Preference?
3. *Jayasankar Ramanathan, Visiting Assistant Professor, Indian Institute of Management Indore, India. Attitude to Corporate Brand: Conceptualizing Spillover Effects across Various Markets.
4. Brenda Saris, Researcher/Senior Lecturer, Whitireia New Zealand, New Zealand. Humanistic Branding: The Importance of the Five Human Senses in Social Media. (BRA)
5. Parichehr Riahi Pour, Ph.D. Student, University of Glasgow, U.K. Evaluating the Impact of Celebrity Endorsers on Consumers' Perceptions in the Context of non-Profit Brands.

10:30-12:00 Session II (ROOM B): Productivity, Innovation, R&D and Entrepreneurship I

Chair: Peter Yannopoulos, Academic Member, Marketing Research Unit, ATINER & Professor, Brock University, Canada.

1. Yan Castonguay, Professor, University of Quebec at Rimouski, Canada. Behind the Finnish Innovation System. (SME)
2. Julio Garcia del Junco, Professor, University of Seville, Spain, Francisco Espasandin Bustelo, Assistant Professor, University of Seville, Spain, Beatriz Palacios Florencio, Assistant Professor, Universidad Pablo de Olavide, Spain & Georg Michael Jeremias Dutschke, Assistant Professor, Universidade Atlântica, Portugal. Organizational Culture and Innovation Results. The Case of Spanish Social Economy Organizations. (SME)
3. John H. Walker, Professor, Brock University, Canada. A Study of the

10:30-12:00 Session III (ROOM C): Social Problems and Social Challenges I

Chair: *Kwabena A. Kyei, Head, Department of Statistics, University of Venda, South Africa.

1. Dennis McEnerney, Associate Professor, The Colorado College, USA. Iris Young: The Normativity of Difference and Its Dissonances.
2. Bryant Ragan, Professor, The Colorado College, USA. Uneasy Bedmates: Homosexuality and Prostitution in Sociological and Historical Perspective.
3. Hui-Wen Liu, Associate Professor, National Chengchi University, Taiwan. Function Analysis on Facebook "Pages": A "Big Data" Approach.
4. Andrea Ragusa, Associate Professor, University of Siena, Italy. Cultural Heritage: A Bridge between Eastern and Western Europe. Politics for Tutelage and Valorization in a Comparative Approach.

<p>Empirical Factors that Influence E-Commerce Adoption/Non-Adoption in Slovakian Small and Medium-Sized Businesses. (SME)</p> <p>4. <u>Rania Serhal</u>, Ph.D. Student, Angers University, France, Gaelle Pantin-Sohier, Angers University, France & Regis Dumoulin, Angers University, France. Does Innovative Packaging for the Product Category Affect Taste, Quality Perception and Purchase Intention? (BRA)</p>	
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<p>12:00-13:30 Session IV (ROOM B): The Economic, Political and Social Environment I</p>	<p>12:00-13:30 Session V (ROOM C): Education Aspects I</p>
<p>Chair: *Jayasankar Ramanathan, Visiting Assistant Professor, Indian Institute of Management Indore, India</p>	<p>Chair: *Adriano Martins Rodrigues dos Passos, Teacher, Federal University of Goias, Brazil.</p>
<ol style="list-style-type: none"> 1. Jia Wei Liu, Associate Professor, National Taipei University, Taiwan. Casual Relations between Taiwan People’s Media Use and Unification and Independence Position. 2. *Domenico Maddaloni, Associate Professor, University of Salerno, Italy. Whatever Happened to Italy? The Crisis of the Italian Model of Development in the Era of Globalization. 3. *Richard Henson, Senior Lecturer, University of Worcester, U.K. & Joy Garfield, Course Leader, University of Worcester, U.K. Why do SMEs Continue to Ignore Security Advice despite the Huge Amount of Evidence of Threats and Vulnerabilities? (SME) 4. Elias Sanidas, Professor, Seoul National University (SNU), South Korea. Politics, Economics and the Political Economy of the Greek Social and Economic Mismanagement. 5. Mehmet Burak Ceran, Lecturer, Selcuk University, Turkey & Metehan Ortakarpuz, Lecturer Selcuk University, Turkey. The Possible Effects of Transatlantic Agreement (Ttip) on the Foreign Trade of Turkey. (SME) 	<ol style="list-style-type: none"> 1. *Kwabena A. Kyei, Head, Department of Statistics, University of Venda, South Africa & T. Maboko, University of Venda, South Africa. Performance of High School Students in Vhembe District. 2. *James M. Clark, Professor, University of Winnipeg, Canada. Psychology and the Universality of Science: Implications for the Social Sciences. 3. <u>Aishah Tamby Omar</u>, Lecturer, Universiti Malaysia Sabah, Malaysia, Asmiaty Amat, Universiti Malaysia Sabah, Malaysia & Anantharaman Govindasamy, Universiti Malaysia Sabah, Malaysia. Liberal Education Management in Malaysia Public Universities: Educators’ and Students’ Perspective.

13:30-14:30 Lunch

14:30-16:00 Session VI (ROOM B): New Economy - New Challenges I	14:30-16:00 Session VII (ROOM C): Political Theory and Political Practice I
Chair: *Domenico Maddaloni, Associate Professor, University of Salerno, Italy.	Chair: *James M. Clark, Professor, University of Winnipeg, Canada.
<ol style="list-style-type: none"> 1. Alia El Banna, Post-Doctoral Fellow, Carleton University, Canada, Leila Hamzaoui-Essoussi, Associate Professor, University of Ottawa, Ottawa, Canada & <u>Nicolas Papadopoulos</u>, Chancellor's Professor, Carleton University, Ottawa, Canada. Nation Branding for FDI: An In-depth Examination and Agenda for Future Research. 2. <u>Metehan Ortakarpuz</u>, Lecturer, Selcuk University, Turkey & Mehmet Burak Ceran, Lecturer, Selcuk University, Turkey. Erp (Enterprise Resource Planning) and the Use in Turkey. (SME) 3. <u>Mario Kleindienst</u>, Scientific Assistant, Graz University of Technology, Austria & Christian Ramsauer, Graz University of Technology, Austria. Industry 4.0 and SMEs - A Procedure Model to Identify the Need for Action in Production Environments. (SME) 4. Audrey Jamal, Ph.D. Candidate, University of Waterloo, Canada. The New Economy: The Role of Coworking in Ontario's Small Cities. (SMC) 5. Mumtaz Levent Akkol, Assistant Professor, Bozok University, Turkey. The Frankfurt School and Criticism of the Culture Industry. (SOS) 	<ol style="list-style-type: none"> 1. Anas Karzai, Professor, Laurentian University, Canada. On Inverted Totalitarianism and the Consequences of Imperial Consciousness. 2. *Nitza Nachmias, Professor, Tel Aviv University, Israel. A Refugee as an Identity Symbol: The Case of Palestinian Refugees. 3. <u>Raffaella Sau</u>, Associate Professor, University of Sassari, Italy & Federico Zappino, Research Fellow, University of Sassari, Italy. Does the Concept of Class struggle Make Sense in the Age of Neoliberalism?

16:00-17:30 Session VIII (ROOM B): The Economic, Political and Social Environment II	16:00-17:30 Session IX (ROOM C): Social Problems and Social Challenges II
Chair: Mario Kleindienst, Scientific Assistant, Graz University of Technology, Austria.	Chair: *Nitza Nachmias, Professor, Tel Aviv University, Israel.
<ol style="list-style-type: none"> 1. Ciprian Iftimoaei, Post-Ph.D. Researcher and Associate Teaching Assistant, Alexandru Ioan Cuza University of Iasi, Romania. The Impact of Governmental Elite's Configurations on Quality of Governance. (SOS) 2. Anna Jellamo, Professor, University of Calabria, Italy. John Stuart Mill: On the Concept of Liberty and the Break of the Connection between Freedom and Property. (SOS) 3. Arina Anis Azlan, Ph.D. Student, National University of Malaysia, Malaysia. Situation Complexity: Delineating Situational Factors Affecting Individual Communicative Action in Problem Solving. (SOS) 	<ol style="list-style-type: none"> 1. <u>Azwihangwisi Helen Mavhandu-Mudzusi</u>, Associate Professor, University of South Africa, South Africa & Peter Thomas Sandy, Associate Professor, University of South Africa, South Africa. The Experiences of HIV-Serodiscordant Couples in Soweto, South Africa. 2. <u>Perla Arianna Allegri</u>, Ph.D. Student, University of Turin, Italy & <u>Benedetta Perego</u>, Ph.D. Student, University of Turin, Italy. Daily Prison Life as Told by Bith Volunteers and Inmates Themselves, between Obstacles and Silences. 3. Nisreen Karayanni, Ph.D. Student, University of Haifa, Israel. Facing Entrapment - Battered Arab Women's in Israel Coping with Familial and Social Obstacles to Escaping to the Shelter. 4. <u>Mankwane Daisy Makofane</u>, Associate

	<p>Professor, University of South Africa, South Africa & <u>Keatlegile Mabelane</u>, Lecturer, University of South Africa, South Africa. Studies on Female-Headed Families Conducted Between 2003 and 2013: Implications for Social Work Practice.</p>
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21:00-23:00 Greek Night and Dinner (Details during registration)

<p>Tuesday 28 July 2015 (all sessions include 10 minutes break)</p>
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<p>09:00-10:30 Session X (ROOM B): The Economic, Political and Social Environment III</p> <p>Chair: Anna Jellamo, Professor, University of Calabria, Italy.</p> <ol style="list-style-type: none"> 1. <u>Demos Vardiabasis</u>, Professor, Pepperdine University, USA & <u>Samuel Seaman</u>, Professor, Pepperdine University, USA. Predicting Financial Crises Using Draw Probabilities as Leading Indicators. (SME) 2. Jacek Wieclawski, Assistant Professor, University of Warmia and Mazury in Olsztyn, Poland. The Myths of Regional Co-Operation in East-Central Europe - Some Conclusions on Social and Political Determinants of Integration Processes in the Region. (SOS) 3. <u>Martina (Tina) Kotze</u>, Researcher, University of the Free State, South Africa & Petrus Nel, Senior Lecturer, University of the Free State, South Africa. Antecedents of Authentic Leadership: An Empirical Study. (SOS) 4. <u>Stanislav Sukhov</u>, MSc Student, The Russian Presidential Academy, Russia, Maxim Leonov, Ph.D. Candidate, The Russian Presidential Academy, Russia & Tatyana Zhuravleva, Research Officer, Gaidar Institute of Economic Policy, Russia. Corruption Behaviour: Evidence of the Laboratory Experiments from Russia and France. (SME) 	<p>09:00-10:30 Session XI (ROOM C): Social Problems and Social Challenges III</p> <p>Chair: *Adriano Martins Rodrigues dos Passos, Teacher, Federal University of Goias, Brazil.</p> <ol style="list-style-type: none"> 1. <u>Betty Dobratz</u>, Professor, Iowa State University, USA & <u>Lisa Waldner</u>, Professor, University of St. Thomas, USA. The White Power Movement's Populist Connection to the Tea Party Movement in the United States. 2. Elena Simona Vranceanu, Assistant Professor, Alexandru Ioan Cuza University of Iasi, Romania. The Current Context of Migration Phenomenon in the Community Space. 3. David Mayeda, Lecturer, University of Auckland, New Zealand. Honour, Shame and Intimate Partner Violence among Migrant Youth in Auckland, New Zealand.
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10:30-12:00 Session XII (ROOM B): Industry and Sectoral Studies	10:30-12:00 Session XIII (ROOM C): Education Aspects II
Chair: Samuel Seaman, Professor, Pepperdine University, USA.	Chair: Olga Gkounta, Researcher, ATINER.
<ol style="list-style-type: none"> 1. <u>Aini Suzana Ariffin</u>, Senior Lecturer, University Technology Malaysia, Malaysia & Siti Nadzirah Noordin, Master Student, University Technology Malaysia, Malaysia. Determinants of Strategic Thinking of Successful Innovators in Service Industry: The Case of Malaysia SMEs. (SME) 2. <u>Vjosa Fejza</u>, Ph.D. Student, University of Pristina "Hasan Prishtina", Republic of Kosovo & Ajtene Avdullahi, Ph.D. Student, University of Pristina "Hasan Prishtina", Republic of Kosovo. The Competitive Strategies of Construction Companies. (SME) 	<ol style="list-style-type: none"> 1. Giuseppe Luca De Luca Picione, Adjunct Professor, University of Naples "Federico II", Italy. Making Educational Research in a Lifelong Learning Perspective: The "Event Structure Analysis". 2. *Adriano Martins Rodrigues dos Passos, Teacher, Federal University of Goias, Brazil. Performances and Performativity: Gender and Sexuality in Physical Education Classes. 3. Raclene Faria, Ph.D. Student, Federal University of Goias, Brazil. Self-Representation of Students with Intellectual Disabilities in Regular School. 4. Asceneth Maria Sastre Cifuentes, Researcher Teacher, St. Thomas University Bogota, Colombia. Critical Events in the Life of University Students. A View from the Counseling Process.

12:00-13:00 Session XIV (ROOM B): New Economy - New Challenges II	12:00-13:00 Session XV (ROOM C): Political Theory and Political Practice II
Chair: Aini Suzana Ariffin, Senior Lecturer, University Technology Malaysia, Malaysia.	Chair: Azwihangwisi Helen Mavhandu-Mudzusi, Associate Professor, University of South Africa, South Africa.
<ol style="list-style-type: none"> 1. <u>Karen Orenge-Serra</u>, Professor, University of Puerto Rico, Puerto Rico, USA & Gisela I. Carrero-Morales, Associate Professor, Inter American University of Puerto Rico, Puerto Rico, USA. Domestic Interfirm Network Relationships and International Expansion of Mediterranean SMEs: The Case of Corsica. (SME) 2. Mohamed Reda Ramadan Gomaa, Assistant Professor, Alexandria Higher Institute for Engineering & Technology, Egypt. Enhance Small Enterprises Assistance as Perspective TQM. (SME) 3. Hairong Mu, Lecturer, Harper Adams University, U.K. Does Technology Help Understand Economics? Using Clickers to Teach Economics to Non-Economics Students. (SOS) 	<ol style="list-style-type: none"> 1. Diana Thermes, Associate Professor, University of Calabria, Italy. The Despotism of the Mass Democracy by Tocqueville. 2. *Emanuel Boussios, Professor, Hofstra University, USA. A People of War or Peace? Americans' Attitudes towards the Use of Military Force Abroad in Terrorism and Conflict Situations. 3. Ramy Ahmed, Teaching Assistant, Cairo University, Egypt. Death and Resistance in Political Philosophy.

13:00-14:00 Lunch

<p>14:00-15:30 Session XVI (ROOM B): Productivity, Innovation, R&D and Entrepreneurship II</p>	<p>14:00-15:30 Session XVII (ROOM C): Social Problems and Social Challenges IV</p>
<p>Chair: Karen Orengo-Serra, Professor, University of Puerto Rico, Puerto Rico, USA.</p>	<p>Chair: Mankwane Daisy Makofane, Associate Professor, University of South Africa, South Africa.</p>
<ol style="list-style-type: none"> 1. <u>Fernando Gimenez</u>, Professor, Federal University of Parana State - UFPR, Brazil & <u>Luciano Minghini</u>, Lecturer, ISAE - Mercosur Superior Institute of Administration and Economy, Brazil. The Development of Strategic Management in Incubated Technological New Ventures. (SME) 2. <u>Miroslav Spacek</u>, Associate Professor, University of Economics in Prague, Czech Republic. Efficient Innovation Management as a Key Driving Force of Company Value Creation. (SME) 3. <u>Samih Atmane</u>, Ph.D. Student, University of Paris 13, CEPN, France & <u>Fadila Ouaida</u>, Ph.D. Student, University of Paris 13, CEPN, France. Impact of R&D and E-Commerce on French Firm's Productivity. (SME) 	<ol style="list-style-type: none"> 1. <u>Marianne Vardalos</u>, Professor, Laurentian University, Canada. Neoliberalism's Missing Child: Understanding the Destruction of Childhood in the Expansion of Corporate Capitalism. 2. <u>Susan Parish</u>, Director, Lurie Institute for Disability Policy, Brandeis University, USA, <u>Subharati Ghosh</u>, Assistant Professor, Tata Institute of Social Sciences, India, <u>Rajan Sonik</u>, Graduate Student, Brandeis University, USA & <u>Leah Igdalsky</u>, Research Associate, Brandeis University, USA. Food Insecurity in US Households that Include Children with Disabilities.

17:30-20:00 Urban Walk (Details during registration)

20:30- 22:00 Dinner (Details during registration)

Wednesday 29 July 2015
Cruise: (Details during registration)

Thursday 30 July 2015
Delphi Visit: (Details during registration)

Ramy Ahmed

Teaching Assistant, Cairo University, Egypt

Death and Resistance in Political Philosophy

Death as a remarkable event in the lives of human beings has always occupied an important position in political philosophy: many philosophers, thinkers, theorists, as part of elaborating their various theories on political life, Attempted to explain the reasons for death, the nature of death and the postmortem stage;

In this paper I argue that the position of death and its interpretation as an event influenced how the way different political philosophers considered resistance to political Authority.

Also it argues that the feasibility of Resistance as a Choice is shaped by some cost-benefit calculation in each philosophical tradition viewing death.

Viewing death on the individual level as an existential question manages to explore the relation between death and resistance on that individual level, yet it puts collective resistance movement in a paradox, only to be solved by posing the question of death as a social phenomenon.

To further this argument, I will discuss the concept of death as a vital element in the mechanism of state politics. The various traditions of interpreting death and, how these traditions, influenced by their view of death, considered resistance as feasible or unfeasible tool in politics. Also death as a social question will be discussed as a way out from death solipsistic tendencies .and finally how these arguments might benefit knowledge and society.

The Philosophical Argument: This Paper tries to highlight how the different ways we interpret death may influence our tendencies towards resistance, and that according to the interpretation one believe about death , his tendencies towards resistance differ greatly.

This Relation takes the form of four main probabilities.

* If we believe that death is the moment that turns us into nothings, where everything ends, we might avoid resistance because it entails the cost of death.

* On the other hand. if we viewed death as a recurrent event repeating itself in us forever, the choice to take the risk of resistance would be greatly valid but not meaningful.

* And if we viewed death as a moment of transition to some other life in which our destiny is predetermined by our deeds in our current lives, resistance might play an important role in our lives but only if it has a value in our salvation.

* Dealing with death as an individual phenomenon may give a viable tool to understand possibilities of resistance on the individual level, but

it does not give a concrete base for collective or mass resistance, which prompts the need for viewing death as a social phenomenon.

Method: By Highlighting how different Philosophical Traditions viewed the Event of Death, this paper will try to prove the abovementioned Probabilities and Explore the complexities connecting Death to some potential of resistance.

The Argument will unfold through three main stages, first; explaining the essential role continuously played by death in the mechanism of state politics, second; expounding different traditions interpreting death in political philosophy, and thirdly; trying to explain how these traditions according to its view of death might enhance or discourage Resistance, on both individual and social level, thus proving or disproving the paper probabilities.

Mumtaz Levent Akkol

Assistant Professor, Bozok University, Turkey

The Frankfurt School and Criticism of the Culture Industry

Members of the Frankfurt School became influential in the social sciences with the “critical theory” that they developed and with the criticisms they directed towards the “positivist tradition of science” that became dominant after the Enlightenment and with criticisms against the movement of ideas that they believed were leading to totalitarianism. In this context, some members of the Frankfurt School were interested in concepts such as “Mass Culture” and “Culture Industry,” together with “Critical Theory”. Prominent members of the Frankfurt School, Adorno and Horkheimer, presented their conceptualizations on culture with definitions of mass culture and later culture industry. The way of thinking that belongs to critical theory provided direction for these conceptualizations. Concepts of mass culture and culture industry were born from the cultural dimension of the idea of hegemony; and processes of persuasion, which were the main characteristic of society, appeared in the later period of capitalism, from the idea that fascism was born and nurtured with these processes. According to Adorno and his colleagues, “mass culture” and “culture industry” form the foundation of “modern totalitarianism.” Although the culture industry appears to be forming an egalitarian structure in societal terms and claims to be supporting individualization, in fact, it diminishes the individual to a position of a “gear of the machine” by objectifying and taking control of the individual. Contemporary mass culture continues to keep man under its grips and continues to leave less area for the realization of self and for breathing. When compared to the age when critical theorists presented their work and made their observations, it is a fact that this domination and grip hold humanity under a much deeper pressure today.

Perla Arianna Allegri

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&

Benedetta Perego

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Daily Prison Life as Told by Bith Volounteers and Inmates Themselves, between Obstacles and Silences

The impossibility of opening a door, before having received permission to do so. Receiving opened mail and ransacked packages. Suffering the summer heat as well as the winter cold.

Being able to wash oneself only at pre-established times, as per institutional regulations.

A daily life centered on concessions –the same daily life that is the norm in Italian prisons –is the main focus of this research.

The analysis of the everyday life of someone whose personal freedom has been taken away from him has been performed through two main avenues: the keen eye of volunteers and, where that gaze fails to reach, the first-hand account of inmates themselves.

Semi-structured interviews were conducted regarding the experience of some members of the AVP association (shorthand for Prison Volunteers Association) of Ivrea, in Italy, and at the same time, correspondences were maintained with many inmates of prisons in the northern regions of the country.

The prison reality depicted through these two avenues of research brings to light facts and issues that, even when the negation of a right is not present per se, when considered in their entirety and frequency can be defined as amounting to torture.

These issues collectively represent the sum of endless negative responses of administrative entities and systematic omissions that systematically erode the individual rights of the inmate, even if they might not violate them outright. An invisible violence, and a cultural violence first and foremost, is therefore exercised, and that is enough to change the moral colour of an act “from red/wrong to green/right” (Galtung, Johan, 1996. *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*, Oslo: International Peace Research Institute).

The sum of the tales of the inmate and of the impressions of those who watch him depicts a mental metamorphosis: one that ends up being an eternal privation of individual freedom, rather than the positive and rehabilitating experience that correctionalist theories imagine it to be.

Arina Anis Azlan

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Situation Complexity: Delineating Situational Factors Affecting Individual Communicative Action in Problem Solving

In today's media-rich world, publics are commonly viewed as intimidating forces that have the ability to determine the success or failure of a particular product, idea, group, organisation or government. The various communicative tools available to the individual lend the people power to express their opinions and converge into collectives that have the potential to influence society and pressure the organisations within it. So strong is the power of publics that understanding audiences and managing information is of interest to communications practitioners and academics alike. Of late, the study of the individual problem solving process has become an important focus. More specifically, the communicative behaviour that individuals partake in and the factors that influence these communicative behaviours. Previous studies have examined three key antecedent factors that determine an individual's participation in communicative action; problem recognition, involvement recognition and constraint recognition. This study proposes that the problem solving process is also influenced by contextual factors that may limit or encourage their communicative behaviour. Often times, contextual factors are treated as contaminants to the research process. This is because the concept of "context" is vague and difficult to define. The purpose of this study was to delineate the "situation" in the individual problem solving process and construct a quantitative measure of perceived situation complexity. A synthesis of extant literature produced preliminary dimensions and items that were tested through a survey distributed among 152 university students. Exploratory factor analysis yielded six main dimensions: solution complexity, referent criterion, negative feelings toward the problem, environmental salience, problem familiarity, and uncertainty of a solution. These results provide initial guidance into exploring the concept of context in individual problem solving and the consequences on communicative action.

Emanuel Boussios
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A People of War or Peace? Americans' Attitudes towards the Use of Military Force Abroad in Terrorism and Conflict Situations

This exploratory research presents the results of a March 2011 survey of a random sample of 217 adults on their attitudes towards the use of force as a foreign policy alternative. This research examines the social characteristics of those people who are more or less likely to support intervening in hypothetical foreign conflicts in situations in which the United States' national interests may or may not be at stake. The research reported here was aimed at answering several questions including: are there some demographic groups who are more likely to support intervening in foreign conflicts even when U.S. national interests are not necessarily at stake? I find that dispositional preferences interact with opinion about the geopolitical situation to determine whether military force is an acceptable option. The survey incorporates various foreign policy and terrorist scenarios. Findings include the following: I support the findings of others in that Democrats, liberals, and women are less likely to support military force as a foreign policy option. Using multivariate regression analysis it was also found that certain respondent dispositions, such as "value placed on human life," were more likely to constrain policy preferences. I also find conflicting support for the casualty hypothesis. In general the more casualties mentioned in a scenario the less likely Americans are to support the use of force, with a notable exception here among "hawks". I also find this is true for civilian casualties.

James M. Clark
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Psychology and the Universality of Science: Implications for the Social Sciences

The social sciences have to varying degrees been influenced by philosophical, postmodernist, feminist, indigenous, and other critiques of science as traditionally understood, that is, as an empirical enterprise. The critiques generally conclude that science is just one of multiple ways of knowing people and their social or physical worlds, and support more liberal and (allegedly) liberating views about alternative approaches to social science in particular. Contradicting these critiques, however, much research in cognitive and social psychology has identified numerous biases that result in erroneous beliefs based on natural thinking processes. The lengthy and growing list of biases includes confirmation bias, illusory correlations, hindsight bias, regression toward the mean, and over-confidence in anecdotes, all of which threaten accurate conceptions of the world based on everyday reasoning. Empirical science constitutes a repertoire of experimental and statistical tools to avoid such cognitive traps. This view of science as an antidote to misguided thinking, as well as other fallacies underlying the anti-science rhetoric (e.g., that it liberates people from the hegemony of Eurocentric epistemology), argues strongly that social sciences should strengthen, not reduce, their commitment to empirical methods in order to advance not only our understanding of people and their social worlds but also our desire to alleviate human suffering and improve well-being.

Giuseppe Luca De Luca Picione

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Making Educational Research in a Lifelong Learning Perspective: The "Event Structure Analysis"

In the past years, a group of colleagues and I have explored the potential of 'stories' and the narrative techniques, in their relationship to different social contexts. Initially the research projects has been involved with two sectors: the anti-poverty programs and the adult education, in the background of the new 'European social model' (Giddens, 2013). Gradually the focus has centered on the shift "from welfare to learnfare" (ILO, 2003; Gazier, 2003), in particular on the social practices of 'lifelong learning': "What the idea of individualisation' carries is the emancipation of the individual from the ascribed, inherited and inborn determination of his or her social character [...] To put it in a nutshell, individualisation consist in trasforming human 'identify' from a 'given' into a 'task' - and charging the actor with the responsability for performing that task" (Bauman, 2001, 144).

Analyzing the process of planned social change through educational policies guided by institutions is a difficult endeavor. Government change involves coordination among educational agencies at various levels, community activists, private interests, and change recipients. These coordination efforts typically develop into an extremely tangled network of relationships. One approach to understanding this complex tangle of events involves an analysis of the history of the process. From the methodological point of view, a written review of the literature relating to a chosen topic, demonstrate an awareness of the issues that may impinge on research in general, including data collection and to employ appropriate data analysis techniques for specific sets of data, and make an choice of appropriate methods for specific questions is important for design and planning of a research programme.

Here we present a relatively unknown technique, 'Event Structure Analysis' (Heise, 1988) that is used to analyze the stories as a sequence of events, and apply it to the analysis of a case study of planned social change. The 'Event Structure Analysis' (ESA) views social processes as a successive series of events happenings that are significant in understanding the history of the process. Emphiricament testated at Cornell University in different designs of research (Corsaro, Heise 1990), is used in our survey for to reconstruct the paths that lead to certain biographical events - the drop outs - and the first contact with the employment (Agodi & De Luca Picione 2009, 2014).

The analyst using ESA explains how to multiple streams of events may converge on a significant event, creating a diagram of how these events may be causally linked to each other, and parallel series of events may occur simultaneously. Some events may be critical turning points in the process, and should give the analyst insights into the social process. Heise's event sequence analysis is divided in the seguent points: codes sequence of events within a case of study; work from narrative to event sequence; construct one sequence from many sources; compare sequences from different sources; program diagrams the sequence for you free online program, also can download (Heise 2014).

The adult learners 'stories' are a typical example of a relationship between social structure and story, and how social structures at particular historical times provide available script or scripted resources from which people can construct their 'life stories'. Learning also involved in the process of definition of a self, 'becoming somebody', and the process of identifying and inventing a self identify: "In this way, patterns of selfhood are changing [...] The centrality of individual narratives in the new politics, the economy and the new technological arena points to their absolutely vital role in negotiating our social future. [...] Moreover, our narrative capital will need to be deployed in the recurrent 're-selfing' that the new flexible economies will demand. In the new social future, our narrative capacities hold one of key to the shape our world will take" (Goodson, 2013, 129).

In the shifting of what was before intended as 'Adult Education' to what is now called 'Lifelong Learning' (Jarvis, 2006), their reading highlights a number of sequences of events - told from the point of view of the protagonists - and experiences, which overlapped with the structural conditions of departure of the actors, allow the construction of a link between biography and history bringing back the sociological meaning in a lifelong learning perspective. The auspice is that the case study "will need to be sustained at a critical level, above evaluation and other studies that are intended to produce conclusion of immediate relevance to decision making" (Tuijnman, 2002, 10).

Betty Dobratz

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&

Lisa Waldner

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The White Power Movement's Populist Connection to the Tea Party Movement in the United States

There has been considerable discussion about the extent of racist ideology in the Tea Party Movement. Although we consider this issue, we focus on how the ideological framings of the white power movement and the Tea Party are similar, especially in respect to right-wing populism. We examine particularly the producerism, scapegoating and demonization, and conspiracism of populism. We analyze our own data collected in the 1990s and early 2000s and compare it with the social science findings on the Tea Party. Although there are certain differences, there are significant similarities as well that provide support not only for a race frame but for other bridging frames as well.

Raclene Faria

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Self-Representation of Students with Intellectual Disabilities in Regular School. Self-Representation of Students with Intellectual Disabilities in Regular School

The 20th century was characterized by triggering debates about human rights and citizenship. The offset of the claims of the macrstructural plan for the identity-oriented for the emergence of new social movements and the mobilization for the rights of persons with disabilities. These mobilizations are the paradigm of inclusive education. This process intensified in the second half of the year 1990, has caused significant changes in life and social relations of persons with disabilities, since questions and forge the breakup of dichotomous division between special education and regular education. Aiming to realize the self-representation that adolescents with intellectual disabilities have of themselves, formed a research group with students in municipal schools in Goiânia composed of twenty people, most of the male students from eleven schools in various parts of the city. The data collection instruments were depth interviews and analysis of school documents. The main theoretical framework is formed, among others, by Alonso, Berger and Luckmann, Goffman, Bourdieu, Habermas, Mantoan, Mazzotta, Moscovici, Silva, Taylor and Bogdan, also, by official documents about the Brazilian school education and documents drawn from international conventions and agreements. The bibliographical research showed that the representations are constructed socially, expressed in the political sphere of discourse-semantic mode, linked to the experiences of social coexistence and sociability of the subjects in the social institutions. Empirical research has shown that the group of people with intellectual disabilities is itself a heterogeneous group. The self-representation make explicit a positive self-image of themselves as a student in regular public school; the desire to maintain the process of schooling in regular schools; the commitment to present a good social image of itself, taking advantage of postures in/ discipline to give visibility to a positive image in relation to its peers; the importance of colleagues, teachers, the conversations and all forms of sociality made possible at school for personal well-being; appreciation for the school and for friendships; posture of no victimization and the ambiguous situation of being in a process where conflict the various representations about the person with intellectual disabilities, their rights, potential and possibilities potential.

Ciprian Iftimoaei

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The Impact of Governmental Elite's Configurations on Quality of Governance

Elites are dominant minorities comprising individuals or groups who, because of innate or acquired characteristics, obtain higher performances in certain fields, expressed in terms of power and prestige, occupy high positions in the hierarchy of the social system and takes strategic decisions. Through their specific activities, elites can be connected to the political decision (political elites) or may be independent of the politics (non-political elites). Within political elites, it can be differentiate between the governmental positions/ministries (governmental elites) and other non-executive political positions (non-governmental elites). The way in which governmental elite decide what to do or not to do has a significant impact on the evolution of society in a specific period of time.

This paper aims to analyze governmental elite's configurations and their impact on the quality of governance in post-communist Romania (1990-2015). The governmental elite's configuration represents the structure of the internal composition according to certain variables (age, education, gender, age at appointment as minister, social origin, political affiliation, previous political experience etc.). The analysis of Post-communist Romania governmental elite's configurations will highlight the "hard" (dominant) features related to the processes of democratization, democratic consolidation, and good governance. The main hypothesis of this study is the following: governmental elite's configuration has a strong impact on the quality of governance. The research methodology is based on social backgrounds analysis, statistical analysis using SPSS and analysis of homogeneity *versus* heterogeneity of governmental elite's configuration.

Nisreen Karayanni

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Facing Entrapment – Battered Arab Women’s in Israel Coping with Familial and Social Obstacles to Escaping to the Shelter

Despite the growing awareness of violence against women in Arab society in Israel, Arab women who choose to enter a battered women’s shelter suffer from stigmatization and rejection derived from the patriarchal nature of Arab society.

This paper relates to the difficulties, the hostile attitude, and the social and familial dilemmas in which Arab women victims of intimate violence are entrapped. Especially in light of the norms and values that demand that Arab women show obedience to their husbands, and avoid damaging the honor and good name of the family.

Method This presentation is based on a qualitative study aimed to understand the Arab women’s the meanings they attributed to familial and social obstacles to leave the violence husband escaping to the shelter. In-depth interviews were conducted with 12 Arab women aged 25 to 42, who had spent between 6 and 30 months in a battered women’s shelter, and had been living independently in the community for between 2 and 10 years.

Results The women’s descriptions of their lives in the community before leaving to the shelter reveals that battered women bear the violence until the occurrence of an event that serves as a turning point for them, after which they change their way of thinking, their perception, and their behavior, and refuse to continue to live in a violent relationship. This change occurs even in the face of the family’s rejection and hostile attitude.

Anas Karzai

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On Inverted Totalitarianism and the Consequences of Imperial Consciousness

Why do “good”, “ordinary” and “law abiding” citizens obey and accept the repressive and authoritarian rules, laws and policies of their political systems? The American psychologist, Stanley Milgram tried to answer this question, but obedience to authority as identified by Milgram in the traditional sense, no longer has to wield its power or force to make people do things or behave in a particular manner. Instead, this paper contends that the maintenance of the status quo in contemporary society, for example, relies very little on face to face, or direct commands from above. Rather, the socio-psychic make up of society is mainly produced through a highly integrated, technologically administered social and national identity. This paper maintains that in most western liberal societies, the strategies of obedience to status quo thinking is accomplished mostly through what Sheldon Wolin has called, “inverted totalitarianism”--an ideological mechanism mainly reproduced through political apathy whereby the masses become complicit in the maintenance of repressive social order and imperial foreign policy, such as in the United States.

In “inverted totalitarian” societies, most notably in the west, people not only come to defend the very system that represses and lies to them, as Adorno argued some sixty years ago, (the corporate-state consortium, mass media etc.), but they actually love, glorify and reproduce that system. This latter point is further examined by how morally indifferent western societies have become in relation to the atrocities their states and elected officials commit both at home and abroad. From the economic austerity measures of market fundamentalism imposed on their own people, to the permanent wars, or the “war on terror”, as it’s called, which they have waged on other nations, western consumer democracies, aided by their industrial military complex, are once again headed for a catastrophic future. This paper seeks to examine these strategies of obedience to authoritarian thinking by looking at Theodor Adorno’s ideas on modern fascism and the authoritarian personality.

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&

Petrus Nel

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Antecedents of Authentic Leadership: An Empirical Study

Authentic leadership is a relatively new construct that has recently gained increasing attention due to challenges faced by organisations relating to ethical meltdowns, corruption and fraud. Although various positive outcomes of authentic leadership have been researched, several authors called for more empirical investigations into the antecedents of authentic leadership, in order to assist with the development of authentic leaders. This study seeks to explore the relationship between individual differences and authentic leadership – specifically, emotional intelligence, personality, and cognitive abilities. Data were collected, using questionnaires completed by 341 aspiring Business School students in full-time employment, who applied for MBA and leadership programmes. The Authentic Leadership Questionnaire (ALQ) was used to measure authentic leadership, the Rahim Emotional Quotient Index was used to measure emotional intelligence, the SHL Occupational Personality Questionnaire was used to measure 32 personality attributes, while the SHL Verify Verbal and Numerical Reasoning tests were used to measure abilities. To determine which of the variables were statistically significant predictors of authentic leadership, stepwise multiple regression was used. The results showed that one component of emotional intelligence, namely Self-Awareness and four of the 32 personality attributes, namely Emotional Controlled, Adaptive, Evaluative, and Independent Minded were statistically significant predictors of authentic leadership. The relationships between Self-awareness and authentic leadership, and Evaluative and authentic leadership were positive. From these results we can concur that self-perceived authentic leaders have a higher level of self-awareness, are more inclined to critically evaluating information, while looking for potential limitations and pitfalls. The relationships between the personality attributes, emotionally controlled, Adaptability and Independent Minded, and authentic leadership were negative. These results indicated that participants who openly express their feelings and display their emotions clearly, are perceived as more authentic leaders. Also, in terms of Adaptability, leaders who behave more consistently across situations, and is unlikely to behave differently with different people, is regarded by themselves as more authentic leaders. Lastly, with regard to Independent Mindedness and authentic leadership, the

results showed that authentic leaders seem to less prefer to follow their own approach, but is rather prepared to follow a consensus approach to decision making. There was no significant relationship between cognitive abilities and authentic leadership.

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&

T. Maboko

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Performance of High School Students in Vhembe District

Background: Despite the attempts by South African government to make education accessible to all by introducing free food and free textbooks at the primary school level, there is still high failure rate in mathematics and science in high schools in the country.

Objective: This study makes attempt to establish some factors that affect the performance of students, especially in science subjects in high schools in the Limpopo province.

Methods: A survey was conducted in 17 high schools randomly sampled in the Vhembe district. Purposive sampling was used to get the grade 11 and 12 students and their teachers. About 700 students, 70 teachers and 17 principals were interviewed.

Results: The study concludes that the overall pass rate is 70% but the rate in mathematics and science is hardly 40%; and the key factors affecting performance are lack of laboratory for practical, awards, shuffling and textbooks.

Recommendation: The study recommends that science laboratories be built in schools, textbooks be supplied in good time and teachers to motivate students by giving awards.

Anna Jellamo

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John Stuart Mill: On the Concept of Liberty and the Break of the Connection between Freedom and Property

John Stuart Mill's main contribution to philosophical-political thought concerns the concept of liberty. It emerges mainly from his essay *On Liberty*, but also from some pages of his *On Representative Government* and *Principles of Political Economy*. Mill's idea of liberty, with regard both to its main presupposition (the "variety of situations") and to its consequences (the weakness of the traditional connection between liberty and property and the break with the traditional antithesis between liberty and law) is at the beginning of a new tendency of liberal thought, the so-called New Liberalism – to distinguish it from the traditional liberalism point of view, founded on the economical theory of Adam Smith: the so-called Old Liberalism (also known as Liberism, according to Benedetto Croce's definition). In the Nineteenth Century the traditional point of view is represented by Herbert Spencer (*The Man versus the State*), with particular regard to his reading of Smith, Malthus, Darwin; on the opposite side there was chiefly Thomas H. Green (*Lectures on the Principles of Political Obligation, On the Different Senses of Freedom; Liberal Legislation and Freedom of Contract*). The core of the difference between these two tendencies concerns the role of economical liberty in relation to the general concept of liberty regarded both as a value and as a right. The consequence of the different approach mainly concerns the role that can be played by legislation and "State interference" with regard to the development and freedom of the individual. The opposition between these two tendencies is an actual one: in the Twentieth Century, exponents of the New Liberalism include Rawls (*A Theory of Justice and Political Liberalism*) and Dworkin (*Taking Rights Seriously*); exponents of the Old Liberalism include von Hayek (*Law, Legislation and Liberty*), Popper (*Open Society and its Enemies*) and Nozick (*Anarchy, State and Utopia*).

Hui-Wen Liu

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Function Analysis on Facebook “Pages”: A “Big Data” Approach

Facebook has become one of the most influential media for accessing news, information, and social network. Not only meaningful at personal level, but also being identified as the very critical platform for information sharing and exchange among social activists. The “Sunflower Student Movement”, sprout out in the March of 2014, was viewed as the best evidence to show how students organized social support through Facebook. However, while recognizing that Facebook has created the function of networking for both individual and social activists, this research attempts to further ask that, what are the relations among the many fan groups who are supporting the same social movement? For individual Facebook users, what meaning has all those different fan groups who participated in the same event brought to them?

By applying an API-crawling software called Pagedata, this research monitors the posts, comments, likes, and shares from below sources: the 13 fan groups sharing the name of “Anti-Service Trade Act” on Facebook during the Sunflower movement (March 18th, 2014 through April 11th, 2014); News e Forum which is the major source for student news; the sequential event: “Removing Blue Legislator” plan and the movement initiator, Black Island Nation Youth Front. An ABC model, which is constructed by fans’ active-ness, participation-broadness, and continuity, is used to address the different functions contributing by different fan groups in a given social movement.

A media ecological explanation is applied to the result. This research demonstrates that the ABC model shows the various fan groups’ different function in a movement. Thus, we could re-consider the meaning of fans/ audiences in digital platforms from Big Data perspective.

Jia Wei Liu

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Casual Relations between Taiwan People's Media Use and Unification and Independence Position

Taiwan and China has complicated relationship. It causes Unification-independent issue in Taiwan. This is an important political cleavage in Taiwan, and media is capable of constructing reality which delimits people's imagination of unification and independence. This identity issue is concerned at the present age because democratic politics contains multiple perspectives letting the minority to express its unification-independent attitude. When different attitudes happen in the majority and minority, it forms a discrepancy in identity. And undoubtedly, media information plays a discourse role in people's political identity discrepancy. In other words, does people's identity discrepancy affect them to select their preferred media and how does it interplay between people's media use and unification-independent position?

Domenico Maddaloni
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Whatever Happened to Italy? The Crisis of the Italian Model of Development in the Era of Globalization

The essay aims to examine the set of economic, social / political and cultural factors that transformed the Italian model of development, between the 70s and the 90s of 20th century, from a success story to one of decline. This seem to lead the Italian society to a resigned acceptance of growing social and territorial inequalities, and the incipient revival of migrations towards more advanced or emerging countries. The theoretical perspective recognizes the systemic nature of these processes, starting from the changes occurred in economic activities, the division of labor and class and regional forces. But it is also highlighted the relative autonomy of the political sphere and the role of the political class in benefiting from these processes. Another main factor is the cultural dimension and in particular the role of religion and mass media in facilitating the Italian crisis. The approach presented in this paper aims to combine elements of the theory of social systems, historical materialism / regulation school / political economy and the theory of elites in order to show the interplay between the above mentioned factors and to achieve a better understanding of social change at the national level.

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&

Keatlegile Mabelane

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Studies on Female-Headed Families Conducted Between 2003 and 2013: Implications for Social Work Practice

Due to the increasing number of children living in female-headed families, research has focused largely on the effects and the impact of such families on the child's well-being and development. However, the focus of this paper is to provide an analysis of research conducted on female-headed families from 2003 to 2013 to identify the focus of the studies, research methodologies, theoretical frameworks, findings, conclusions and consequences for social work practice in order to recommend a departure point for future studies in this field.

A systematic review of literature was conducted on articles accessed through various search engines such as Ebscohost, Jstor, Sabinet, Sage and Spingler. Surprisingly, only a few articles are based on qualitative research while many are quantitative in nature and thus generalized results to the larger population. Female-headed families result from several factors, for instance, having children out of wedlock, divorce and widowhood. While some research focused on female-parent families resulting from divorce, there is a dearth of literature on the perspectives of adult children on the challenges and advantages of growing up in such families.

Extensive literature portrays a bleak picture of the findings and results on these families. This is partly due to the fact that researchers tend to adopt the family deficit perspective as their theoretical framework, which invariably views families headed by females as pathological and labelling them either as broken or disrupted. Based on the gaps identified from the literature review, this paper seeks to identify areas for future research; rationale; appropriate research methodologies; theoretical frameworks and implications for social work practice with an explicit purpose to accentuate the strengths of female-headed households.

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Performances and Performativity: Gender and Sexuality in Physical Education Classes

This research is concerned with the negotiations of gender and sexuality which take place in Physical Education classes of a State School in Goiânia - Brazil. I mainly observed, described and analyzed how the negotiations based on notions of masculinity and femininity are performed, monitored and evaluated by male and female students. Also, I aim at arguing how these students reinforce and/or contest the values and norms about gender and how negotiations of gender and sexuality can produce inclusions or exclusions. Based on this premise, I searched for prescriptive, normative and normalizing statements which could be manifested or concealed in official school documents among them the Political Pedagogical Project (PPP) and School Statute - during the Physical Education classes. As theoretical and methodological framework able to subsidize the construction of this work I used the French bias of Discourse Analysis, taking Michel Foucault as a guide to understand the construction of statements, speeches, and subjectivity. I have borrowed the concept of *performance* proposed by Richard Schechner that instigated me to understand the behavior as a result of sounds and gestures ritualization which have been said or done previously, where the behavior as being doubly performed, encoded and transmitted would be seen as a restored behavior. From Judith Butler I employed the concept of *performativity* that allowed me to understand how *performances* or founding interpellations, through a range of repetitions and social subsidies, have established on the male and female students bodies the discourses that create what they have been named. As a result, this article argues that the school directive documents analyzed reverberate power strategies that promote the maintenance of relationships based on gender hierarchy. The Physical Education classes have figured spaces that privilege archetypes taken as masculine. However, exclusions, when they occurred, did not have the gender as main factor. Thus, it was observed that the exclusions were also caused by social markers such as physical skills, abilities, body morphology, especially when the main content of the classes were sports.

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&

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The Experiences of HIV-Serodiscordant Couples in Soweto, South Africa

Background: South Africa is reported to have the highest number of HIV cases in the world, with about 6.4 million of its inhabitants living with this infection. Most people in stable relationships are unaware of the HIV-serostatuses of their partners. The majority of people with an HIV partner are also usually unaware of their own HIV-serostatuses. There is a high risk of acquisition of the Human Immunodeficiency Virus (HIV) among couples in HIV-serodiscordant relationships. Yet, there is a dearth of research on HIV-serodiscordant couples.

Aim: To explore the experiences and knowledge of HIV-serodiscordant couples on HIV-serodiscordancy.

Methods: A qualitative design of interpretative phenomenological analysis was used. Data were collected from seven HIV-serodiscordant couples using a semi-structured interview format. Data were analysed thematically using the principles of interpretative phenomenological analysis.

Results: Three super-ordinate themes emerged from data analysis: experiences of stress, HIV-serodiscordancy-effects on couples, and knowledge of HIV-serodiscordancy.

Limitations: The study was conducted in a single township in South Africa with a sample size of seven HIV-serodiscordant couples. The study findings were based on reflective accounts of couples' experiences of HIV-serodiscordancy. Such retrospective accounts can be biased.

Conclusion: HIV-serodiscordant relationships are riddled with stress. Couples' and nurses' knowledge and understanding of the concept of HIV-serodiscordancy is limited. Such limitation may negatively influence the quality of care and support offered to couples in these relationships.

Implications for nursing and health policy: HIV-serodiscordant couples need to be educated on this phenomenon. Nurses also need to be offered training on how to support and care for couples in these relationships. Such training should be shaped by couples' health-seeking behaviours and cultural norms. Specific guidelines and policy on HIV-serodiscordancy should be developed to ensure consistency in care provision and enhance uptake of support services.

David Mayeda

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Honour, Shame and Intimate Partner Violence among Migrant Youth in Auckland, New Zealand

Intimate partner violence (IPV) is a widely recognized global concern that impacts women, irrespective of race, ethnicity, sexual orientation and class. Considerable research on IPV has been conducted in Aotearoa New Zealand, with one study revealing, "One in three women experience psychological or physical abuse from their partners in their lifetime." Despite significant growth of migrant families from Asia and the Middle East in New Zealand, research on IPV with these communities is thin. This presentation stems from a community-driven, mixed methods exploratory research project conducted with 27 young women and adolescent girls from Auckland, New Zealand who provided their perspectives on the ways that IPV is experienced and understood in migrant Asian and Middle Eastern communities. Small group interviews with participants reveal four emergent themes relevant to IPV for women and girls from these migrant communities: (1) definitions of IPV, (2) methods of learning IPV, (3) female self-sacrifice and isolation, and (4) family honour and shame. Utilising interview data provided by participants, this presentation will focus on the fourth theme, family honour and shame, demonstration how young women and girls are restricted by these gendered cultural constructs, as they balance living in a country where western ideals prevail. The presentation will close by offering suggestions on how IPV prevention programmes can be developed in western countries with significant Asian and Middle Eastern populations, accounting for cultural notions of honour and shame.

Dennis McEnerney
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Iris Young: The Normativity of Difference and Its Dissonances

Bringing together feminist theory, democratic theory, and poststructuralist philosophy, the late Iris Marion Young effectively updated critical theory, giving it a form attentive to claims of identity politics in the 1980s (particularly in North America) and poised to address the challenges of a multicultural and globalized world. In addition, Young brought to her scholarly studies the savvy of an activist, infusing her philosophical and political studies with a passionate concern driven by personal experiences with struggles against oppression, domination, and exclusion.

While Young's work draws significantly on post-structural understandings of difference, her action as author and theorist nevertheless tends to be interpreted in heroic and individualistic terms. Without questioning the innovative qualities of her work and without doubting her personal passion and commitment, this essay investigates Young and her work as moments in the unfolding of contemporary cultural problematics rather than as products of a freely creative and fundamentally consistent actor. Drawing on sources in contemporary critical philosophy, the essay investigates Young as enunciator of a new normativity, even as she sought to deconstruct authoritative normative claims through her embrace of a politics of difference.

Hairong Mu

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Does Technology Help Understand Economics? Using Clickers to Teach Economics to Non-Economics Students

One of the main problems with the traditional lecture format to teach non-economics students economics is that students tend to lack interest in the subject and therefore have a low level of engagement. Classroom response systems (or personal response system, i.e. “clickers”) have been used in classes for about ten years and become more and more popular on many college campuses. Clickers are adopted in class in order to create an interactive learning environment and improve student learning. However, its performance and effectiveness in teaching economics must be evaluated. This study surveyed the students to examine student engagement by integrating technology to promote active learning in lecture classrooms. The findings have implications for using technology to enhance non-economics students learning and understanding economics.

Nitza Nachmias

Professor, Tel Aviv University, Israel

A Refugee as an Identity Symbol: The Case of Palestinian Refugees

The refugee problem has existed for centuries, and has created great suffering for both refugees and for those who have tried to assist them. No region or continent is free of refugees—People caught between danger at home and loss of identity in a strange land. Feelings of fear of persecution, harassment, and oppression have led millions to flee their homes and seek safety in strange societies. The stark images of tens of thousands of people fleeing terror and murder inflicted by their own government because of their ethnic, religious, or political affiliation have been haunting the international community for over a century. There are an estimated 11-12 million refugees and about 30 million internally displaced persons in the world today, and approximately 70% of them are in Africa and the Middle East. The most protracted and complicated refugee situation is the case of the Palestinians who ceased to be stateless refugees decades ago but insist on being identified as “refugees”. The Palestinians transfer the refugee identity from one generation to the next, as a status symbol and an honored identity. In fact the descendants of the 800,000 Palestinians, who fled their homes in Palestine in 1948, have long been settled in the countries of their residence, but they still identify themselves as “Palestinian Refugees” and they carry a refugee ID card as an honorary membership card. From early childhood Palestinian children are socialized to adopt the identity of “refugees”, and idealizing of returning to the homeland of their distant ancestors. They have developed a self-concept, self-regard, and self-identity based on the refugee-narrative. They feel that giving up the refugee identity could lead to the elimination of the Palestinian identity and nationality. Indeed, all the 800,000 Palestinians fled their homes in Palestine in 1948 have been settled in neighboring Arab countries. Our study examines this unique phenomenon using theories from psychology and sociology in order to understand the cognitive and mental conditions of the descendants of the 1948 refugees, who insist on maintaining a “refugee identity”, while they have long been integrated to societies and countries that share their language, tradition, and religion.

Susan Parish

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Subharati, Ghosh

Assistant Professor, Tata Institute of Social Sciences, India

Rajan Sonik

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&

Leah Igdalsky

Research Associate, Brandeis University, USA

Food Insecurity in US Households that Include Children with Disabilities

Food insecurity refers to inadequacies of nutritionally adequate, safe foods, and it is typically associated with constrained financial resources (Bickel et al., 2000). In 2013, 14% of U.S. households had low or very low food security (USDA, 2014). Among households with children, the level of food insecurity was 20%. Although children are sometimes shielded by their parents from hunger, children in 51% of these homes directly experienced the insecurity. Child food insecurity is associated with a host of poor developmental outcomes, including psychosocial and cognitive dysfunction, low academic performance, reduced social skills, and grade retention (Kleinman et al., 1998; Taras et al., 2005).

We examined the association between children's disability status and food insecurity with data from the 2004 and 2008 panels of the Survey of Income and Program Participation, a nationally representative survey of US households collected by the US Census Bureau (n= 24,741 households). Sixteen percent of households had at least one child with a disability (when weighted; approximately 12.9 million US households). By examining a range of indicators, we assessed the presence of a child with a disability as a predictor of household food insecurity, controlling for demographic factors and family characteristics, including the presence of an adult with a disability.

Controlling for these factors, we found that households that included children with disabilities experienced significantly higher prevalence of food not lasting long, household members not having eaten balanced meals, members having skipped meals, or members having eaten less, as compared to households where no children had a disability. Households that included children with disabilities experienced greater prevalence of *low food security* and *very low food security* compared to households without disabled children.

We conclude that more robust policy measures are warranted to prevent food insecurity among households raising children with disabilities, which experience elevated care-related costs that likely reduce resources available for food.

Bryant Ragan

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Uneasy Bedmates: Homosexuality and Prostitution in Sociological and Historical Perspective

In the 1790s, the chief police officer for Paris maintained that «pederasty,» the generic term at the time for homosexuality, was simply a form of prostitution. In the nineteenth century, early sociologist, Parent-Duchatelet, wrote a two-volume study of the «two types of prostitution,» female prostitution and male sodomy. Even today, these two sexual activities, although not parallel, are oftentimes seen as inextricably related.

This essay seeks to explore the historical and sociological relationship between prostitution and homosexuality in European history. It will demonstrate how the two came together conceptually in Antiquity. Then, it will analyze the dynamic between the two behaviors in the ages of Enlightenment and Positivism. Finally, it will explore how changes in the ways that sexuality have been conceived in the contemporary era have led to a disentangling, albeit still far from complete.

This work builds from my earlier work on homosexuality in modern France. I have co-edited *Homosexuality in Modern France* (Oxford University Press, 1996) and *Homosexuality in Early Modern France: A Documentary Collection* (2001), as well as a special edition of *Historical Reflections/Reflexions Historiques*, under the title of *Eighteenth-Century Homosexuality in Global Perspective* (2007). This fall, I am sending off for consideration of publication a new volume, *Policing Homosexuality in Pre-Revolutionary France*.

I hope that this essay on homosexuality and prostitution will prove of interest to a wide audience, including social scientists working in the fields of sexuality and gender studies.

Andrea Ragusa

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Cultural Heritage: A Bridge between Eastern and Western Europe. Politics for Tutelage and Valorization in a Comparative Approach

Cultural Heritage appears today a field of mostly growing interest at a scientific and academic level. In particular social sciences focalised it as a field of research to evaluate efficiency and results of politics for tutelage and valorization, also in a comparative approach.

Putting within the most relevant results of research in the social sciences, this paper proposes the aim to build a comparative analysis from a historical point of view, of the different models and experiences of politics in Europe, choosing two different areas: that one of Western Europe - considering the area of democratic regimes and of liberal economy after 1945 - and that one of Eastern Europe - considering non-democratic regimes and socialist economy. The aim would be evaluating elements of similarity and difference along the period 1945-1989, till the end of socialist experience, to find out common elements of an European politics for tutelage and for a possible conceptualization of European cultural heritage.

Elias Sanidas

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Politics, Economics and the Political Economy of the Greek Social and Economic Mismanagement

Politics in Greece has always prevailed in the Greek society. On the other side economics has almost always remained buried under the influence not only of politics but also of other social sciences such as sociology and finance. In this paper we show that there is a gap between what Greece can do through its governments, citizens, and influential groups of people on the one hand, and what actually has been happening at least in the last 80 years. Here, history matters as well because it is blended with politics and economics.

Thus we show that Greece has mismanaged its economy consistently throughout the period of 1970s to present; we refer to some simple macroeconomic historical series which consistently bring evidence of this mismanagement. For example, labor productivity, prices, budget deficits, and so on. On the other side, Greece does not have what we describe as “economics culture”. This culture is important if this country will ever recover and start growing again in a healthy way not only from the economics point of view but also from a social aspect, and so on.

Thus, we suggest a number of steps to take in order to transform the Greek society in terms of its fundamental issues and its apparently unimportant ones. We for example suggest that the links between politics and economics should be redefined and be known not only to the groups of politicians and others but also and mainly to the society at large.

Asceneth Maria Sastre Cifuentes

Researcher Teacher, St. Thomas University Bogota, Colombia

Critical Events in the Life of University Students. A View from the Counseling Process

Recent research on dropout in Colombian universities reveals the set of individual, socioeconomic, academic and institutional factors impact, which has led to the construction of models including student retention strategies such as counseling. In this framework, grounded in a systemic understanding of human difficulties and from the concept of life cycle, this project describes the critical events that affect young students. Returning to contributions to the theory of the structure of life of Levinson (1987) for individual development, and the model of family life cycle Olson (1983) and McGoldrick (1980) for the development of the system, takes place a qualitative documentary research that analyzes the notes and records of the process of counseling offered to 101 university students (66 men and 35 women of all semesters) for three consecutive years by a total of 240 individual sessions. Through a content analysis of categorical type, it identifies the most frequent reasons for consultation, the associated experiences and critical events in the life cycle (regulatory and non-regulatory crises) at the individual and systemic levels of the student, in order to provide an understanding of these events facing the design of strategies of individual and collective action to mobilize their development. The results suggest that many individual development processes are subject to unreached achievements in early stages of family life cycle, in which places and roles of family members disrupt early. It is recommended to link families in the processes of student support, strengthen strategies to deal with systemic perspective and create scenarios of education for family life that stimulate development, crisis management and universal themes as mourning and separations.

Raffaella Sau

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Federico Zappino

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Does the Concept of Class Struggle Make Sense in the Age of Neoliberalism?

The present paper aims to investigate, in the context of the Western democracies: 1) how and to what extent the concept and forms of protest in the transition from fordism to neoliberalism have changed; 2) whether the social conflict and protests emerged since the economic crisis of 2008 could be interpreted through the re-enactment of the concept of class struggle. Furthermore, the paper identifies which forms of protest focus on questioning the hegemonic neo-capitalist model - that has been defined as *nouvelle raison du monde* by Dardot and Laval in 2009-, and which are ancillary instead. The hypothesis is that while in the past the concept of class struggle was associated with the radical opposition between two ideologies and two worldviews, now the protest is largely subsumed within the neoliberal paradigm: people do not challenge the social-political-economic model but rather claims a full inclusion in its frame.

Even the economic crisis of the last decade, which eroded the economic and ethical paradigm of the middle class, has brought out forms of protest aimed paradoxically to the defense and the restoration of that paradigm, while the protests that criticize the hegemonic model remain marginal and barely visible. Therefore, the questions are: "which form of conflicts cases are today evocated by the term of "class struggle"? And even before: which "classes"? With which purpose the protests take place? We argue that in the neoliberal society is possible to distinguish three large forms of protest: two that are systemic to middle class (focused on claiming the maintenance or expansion of a status within the hegemonic frame; directed on demanding inclusion in the hegemonic frame), one anti-systemic (the only ones that counter the hegemonic frame and imagine instances antithetical on the economic, social and the political model).

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&

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Liberal Education Management in Malaysia Public Universities: Educators' and Students' Perspective

Most of the universities in the world are moving towards a Liberal Education. Ministry of Education, Malaysia also began to strengthen Liberal Education among Malaysia public universities. However, there are some challenges in term of managing infrastructures and human resources. Therefore, this study examined the perceptions of students and educators towards Liberal Education. The quantitative and qualitative approach is the research choice for this study. Since, this research is using quantitative, survey questionnaire is appropriate for this study. Students Perceptions Questionnaire developed by Charles (2002) was used as the main instrument and consists of 35 items. The target population is the students who have taken Liberal Education courses from public universities in Malaysia. The sample size of this research was 300 respondents. For qualitative, interview protocol was designed for the interview with the educators who teach the Liberal Education courses. The findings obtained from this study shows the spirit of Liberal Education is still exist. The respondents pointed, existing system need to be strengthened and improved. Improvement need to be emphasized because the effectiveness of the soft skill acquired by the students has not proven yet. Continuously training and development among educators need to be enhanced. Knowledge contribution of this study is how to manage and implement Liberal Education in university by focusing on organizational and individual factors.

Diana Thermes

Associate Professor, University of Calabria, Italy

The Despotism of the Mass Democracy by Tocqueville

The mass democracy, by Tocqueville, is the issue of the universal suffrage in a “democratic” society, i.e. egalitarian. Well known is its description at the end of the second volume of *Democracy in America*: “an innumerable host of men, all alike and equal, endlessly hastening after petty and vulgar pleasures with which they fill their souls”. It’s very easy for the State, tending to increase its “centralization of powers”, to exercise on this society a despotic power, more absolute and oppressive than the worst Roman tyranny. This despotic power is demanded by the individuals of the mass society themselves which claim to the State the protection and security needed to get those “petty and vulgar pleasures”, till giving to the State the care of their happiness and the managing of their “trouble of thinking”. This new despotism, proper of the new mass society, overlaps to other despotisms: the legal despotism of majority, deriving from equal political rights, resolving in a jacobin-Robespierrian despotism, without the *pathos* of virtue; and the intellectual despotism of public opinion, deriving from equality, much worse than the legal one because anonymous and working through the blackmail of social alienation. In this way the equality in liberty, if not corrected practicing the liberty, leads to the lost of political, intellectual and spiritual freedom, till the lost of free will. Stuart Mill himself was worried about the mass conformism in the same Tocqueville was. The mass democracy pointed out by Tocqueville is our democracy and its despotisms are our despotisms as well. And now that these despotisms become more dangerous because the politics is undermined by the economics and the public opinion is affected by the new media, more and more conditioned by economic interests, which warning can/must we get of Tocqueville’s thought if not appealing to individual responsibility?

Elena Simona Vranceanu

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The Current Context of Migration Phenomenon in the Community Space

People's movement from place to place is a process characterizing the entire evolution of humankind. The motivation for mobility is a wide and thorough analytical endeavor, as it involves a constant adjustment to the challenges of present times. However, such challenges lay at the basis of the reconfiguring of the epistemological framework and they are reasons for the increasing interest in the analysis of the phenomenon of the European and international migration.

Hence, we may observe that the classification of present day migration at a theoretical level of analysis that is pragmatic and objective, prescriptive and institutional, involves a set of rules, European solutions by a joint effort of all Member States and by a European policy on migration managed at a supranational level. This seemed to be the "measure of relief" for many of the shortcomings: from the lack of clear-cut provisions in the international law regarding the observance of migrants' rights up to the institutional and political capacity of the European Union to handle the status of the constantly mobile population, whether we speak of EU citizens or whether we report to the set of rules to be enforced on third states' citizens. Of course, a supranational accountability for the joint policy on migration might generate disadvantages, maybe even prejudices to various EU states and the often declarative optimism in supporting such a policy has not been always backed by a pragmatic behavior.

The aim of the paper is to analyze, in a theoretical approach, the current context of migration phenomenon in the community space where it has certain particularities that shaped the beginning of the 21st century: first of all, the *current expansion of the European Union* as a natural evolution process of the European construction project highlighted the need for a joint European policy on migration, second the *surge of revolutions in North Africa* reconfigured the prescriptive and institutional framework of the Union in order to handle the pressure exerted by the increasing number of immigrants that stormed the Mediterranean border of EU at the end of 2010 and the beginning of 2011 and third, the *onset of the global economic crisis* that determined European leaders to propose, alongside with the economic objective of handling the crisis, a political objective of European Union reinforcement.

Marianne Vardalos
Professor, Laurentian University, Canada

Neoliberalism's Missing Child: Understanding the Destruction of Childhood in the Expansion of Corporate Capitalism

We will be developing the following statements/ideas as our point of departure for exploring the concept of destruction as a present/future system of values.

This paper has two components:

a. Destruction and modernity

b. Destruction and obedience

A. Destruction and modernity. In his work, *Modernity and the Holocaust* (2000), Zygmunt Bauman argues that there is an intimate relationship between the events that occurred in Nazi Germany (the mass propaganda machine-i.e. the socialization of youth toward the support of deliberate mass murder) and modern Neoliberal civilization. Chief among these parallels of past and present, Bauman argues, is the deliberate value instilment of hatred of the Other and the consumption of patriotism and nationalism as an ideology of superiority. The lesson of the genocide, Bauman argues, is that we do not allow those who control the present to manipulate the past. For if we do allow that, they will “render the future inhospitable to humanity and uninhabitable” (2000: 250).

B. Destruction and obedience. Genocide as a deliberate event, an event of destruction of a group of people, can be described, first, as a process of socialization. The process entails conditioning a group of people (i.e. youth, children, men and women) or an entire society to value obedience to authority as a cultural virtue. In modern Neoliberal consumer capitalism, this obedience is manifested in the making of an entire society of self-interested individual rather than a collective public. This is nowhere more visible than in Neoliberal, consumer culture where atomized individuals are conditioned to maximize their own opportunities, wealth, pleasure. Market-logic permeated a commercial culture which has become an obedient and apolitical society, a society that is for the most part oblivious and indifferent to the suffering of others or blames the less fortunate for their own conditions.

Jacek Wieclawski

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The Myths of Regional Co-Operation in East-Central Europe – Some Conclusions on Social and Political Determinants of Integration Processes in the Region

The main thesis of this paper is that regional co-operation in East-Central Europe remains a political myth far from the reality of relations in the region. The myth that some East-Central European politicians like to refer to when they indicate “the regional unity”. In practice, the political co-operation in East-Central Europe after the fall of the bipolar order has proved that the countries in the region are unable to effectively coordinate their positions. The particular interests and different perspectives on regional and European politics prevail over some, limited, examples of common political activity. Several examples of coordinated action during the accession negotiations gave way to the growing gap between the “rhetoric of unity” and the practice of East-Central European relations after the accession of the countries in the region to the European Union. They have not been able to act together on most of the fundamental political problems, to include the EU’s relations with Russia and the United States. The catalogue of social and political determinants of East-Central European regional cooperation refers to the common communist-period experience. Yet the experience of the communist past of the countries in the region is not strong enough to ensure the consistency of their politics. Besides, the careful analysis reveals more nuanced and differentiated historical experience of East-Central European states. The geopolitical context of the regional co-operation indicates the role of relations with Russia, but at the same time the clear reluctance of the Czech Republic and Hungary to accept more active leadership of Poland, the strongest country in the region. Even the “strategic” Polish-Baltic co-operation, based on “the Russian threat” faces some problems with the Polish-Lithuanian disputes on the Polish minority’s rights in Lithuania. Finally, from a theoretical point of view, a flexible research attitude that reaches for some realist, liberal and constructivist approach is necessary to properly analyse the cooperation in the region.