



THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH

Abstracts of Presented Papers and their Developed Themes

From the

**12th Annual International Conference on
Humanities & Arts in a Global World**

3-6 January 2025, Athens, Greece

(Inaugurating the Athens Institute's 30th Anniversary Year)

Edited by

David P. Wick & Olga Gkounta

2025

Abstracts of Presented Papers and their Developed Themes

**From the
12th Annual International
Conference on Humanities &
Arts in a Global World
3-6 January 2025, Athens,
Greece**

*(Inaugurating the Athens Institute's 30th
Anniversary Year)*

**Edited by
David P. Wick & Olga Gkounta**

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

ISBN: 978-960-598-667-4

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9 Chalkokondili Street
10677 Athens, Greece
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Preface

This book includes the abstracts of all the papers presented at the 12th Annual International Conference on Humanities & Arts in a Global World (3-6 January 2025), organized by the Athens Institute for Education and Research (ATINER).

A full conference program can be found before the relevant abstracts. In accordance with ATINER's Publication Policy, the papers presented during this conference will be considered for inclusion in one of ATINER's many publications only after a blind peer review process.

The purpose of this abstract book is to provide members of ATINER and other academics around the world with a resource through which they can discover colleagues and additional research relevant to their own work. This purpose is in congruence with the overall mission of the association. ATINER 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 can meet to exchange ideas on their research and consider the future developments of their fields of study.

To facilitate the communication, a new references section includes all the abstract books published as part of this conference (Table 1). I invite the readers to access these abstract books -these are available for free- and compare how the themes of the conference have evolved over the years. According to ATINER's mission, the presenters in these conferences are coming from many different countries, presenting various topics.

Table 1. *Publications of Books of Abstracts of Proceedings, 2014-2025*

Year	Papers	Countries	References
2025	25	15	Wick and Gkounta (2025)
2024	19	13	Wick and Gkounta (2024)
2023	33	14	Wick and Gkounta (2023)
2022	26	13	Wick et al. (2022)
2021	17	9	Papanikos (2021)
2020	25	10	Papanikos (2020)
2019	23	16	Papanikos (2019)
2018	25	11	Papanikos (2018)
2017	24	12	Papanikos (2017)
2016	30	14	Papanikos (2016)
2015	37	23	Papanikos (2015)
2014	29	16	Papanikos (2014)

It is our hope that through ATINER's conferences and publications, Athens will become a place where academics and researchers from all over the world can regularly meet to discuss the developments of their disciplines and present their work. Since 1995, ATINER has organized more than 400 international conferences and has published over 200 books. Academically, the institute is organized into 6 divisions and 37 units. Each unit organizes at least one annual conference and undertakes various small and large research projects.

For each of these events, the involvement of multiple parties is crucial. I would like to thank all the participants, the members of the organizing and academic committees, and most importantly the administration staff of ATINER for putting this symposium and its subsequent publications together. Specific individuals are listed after the Editors' Note.

Gregory T. Papanikos
President

The Arts & Humanities in the Greek Midwinter

Preface and Readers' Guide from the Editors

It is no accident that the great – and, for a survivalist urban culture – not easily expected, festival of humanities, arts and crafts – of poetry, music, dance, persuasive speech, painting, pottery, and most famously of drama – was held at Athens in the late winter when the wet cold of February was turning to March. By the wintry weeks stretching on after the solstice, with most of a family's grain in the ground as seed and the pantry thinning, harvest and springtime still a long way off, the crush of winter illnesses and of too many fellow citizens crammed wall-against-wall into the old *polis* city-scapes ... no sea calm enough to fish on, no new trade ships in the harbor, the late autumn town elections come and gone (and the elected beginning to show their behavior), late winter was perhaps the highest and most claustrophobically stressful recurring time of a classical Greek's life.

So, the *Dionysia* festivals were not so much 'celebrations' as 'safety valves for anxious and cold urban communities, they simply tried to less anxiety-driven than the midwinter *Anthesteria* had been – less about the ghosts of the family in the same earth as the seeds for one's crops, and more about a way to keep townsfolk appreciating rather than hating the mass of their fellow citizens shut up with them (and by February, often ill as well) within their particular set of walls. Cue the week of *Dionysia* not so much about drinking (though some helped) as about art and music competitions (especially for the young, to soften the Greek competitive edge) and – in large centers like Athens, especially after populist leaders had discovered the value of civic *catharsis* moments – the competitive exhibitions of music and comedy-complemented drama, often (as at Athens) put on at town expense so long as the plots were about "our life together."

When ATINER, or the "Athens Institute" was first forged as an experiment at the end of the 1990s, this idea of midwinter meeting and conversation on what it meant to be human, to develop and collaborate on 'humane arts' ... and to do it across cultures as Athens had quickly learned to do in its classical era ... led to the first ATINER conferences being done during the winter holidays.

Today, the Athens Institute continues this tradition, though it hosts conferences of varying sizes from March to August, often several side by side. The echo of ATINER's first years is the Conference on Humanities and Arts in January, sized to be compact and conversation driven – as the classical town's business and education had been some two and a half millennia ago. It has been 30 years now – ATINER survived the necessity of being 'face to face' and conversational on video during the COVID years – and over the course of 2025 celebrates three decades of this renewed verbal and personal approach to collaborative research. And celebrates its commitment to the verbal and personal, vocal approach to being human.

A distillation of what this meant in January 2025 lies in the abstracts and readers guide to them below. Use these if you are planning to submit a paper or panel idea to use in the coming year, and please do pursue the works and authors that interest you. A number of these papers may well appear in the various academic Athens Journals the Institute publishes. Please find the links to those at the Institute website, where you can also contact us.

For the Athens Institute – DP Wick & Olga Gkounta

A COMPACT READERS' GUIDE - ORGANIZED BY 'ARISING THEMES'

THE BEST CROSS-DISCIPLINARY RESEARCH TOPICS and INTEREST CLUSTERS of the 2025 CONFERENCE

The phrase “themes arising” that appears in various forms so often in these Humanities abstract features from the Athens Institute implies happy accident, but it has always been a bit deliberate.

We accept and recruit papers for the humanities-field conferences (and in particular for the mid-winter Arts-Humanities smaller meeting that begins the year) with an eye to mixtures of topic and approach that might not only pass peer and in-house review well, but also approach hubs of interest in art, music, constructed narrative, history, philosophy, didactics, archeology and preservation ... all across the humanities from fresh or innovative perspectives hitting nodes of research or discussion in ways that might provoke new conversations, even unexpected collaborations.

So, the half dozen or so nodes of interest below each invite you to find not just the paper you may have looked this article up to search for, the cluster of two-to-four (including that one) that turned out in mid-winter 2025 to create a special, probing conversation in Athens on something creatively human, artistic, educational. We would like to take credit for these convergences of idea, art, practice, but they are most often the serendipity of the creative minds who ventured and risked their ideas and researches at the even with which we begin our year. We are grateful for all of them.

So, when you find the paper or topic you came here searching for, please take a moment to look at the full cluster, and use these nodes of cross-discipline perspective when shaping a paper you may consider submitting for a presentation in Athens at one of our meetings.

The Creative Arts Across Cultural Barriers

We start with what has become a traditional focus of the ATINER winter conference, and was this year the largest cluster of varied perspectives. We hope to see several of these papers in one or another of the Athens Journal series soon, and appreciated the creativity and

breadth of the authors in the wide-ranging discussions that followed each.

Kathleen Mulligan (Professor, Ithaca College, USA) explored the extremely varied responses in classrooms and theatrical settings across the globe to her long-running project *Dwelling in Possibility: around the World with Emily Dickinson*. Mulligan is both a Dickinson scholar and performer, with a number of telling non-American responses to interpretations of the poet to complement her classroom exposition. **Jose Maria Souza Neto** (Professor, State University of Pernambuco, Brazil) shared experiences similar but also profoundly different to this from long experience producing student-localized interpretations of classical Greek drama in country Brazilians settings in *The Greek Theatre Festival in the History Program at Universidade de Pernambuco – Campus Mata Norte: Recollection of a Living Time*. And **Aleksandra Tryniecka** (Assistant Professor, Maria Curie-Skłodowska University, Poland, and one of the leads in ATINER's Literature Research Unit) examined an author normally stereotyped as the quintessential 'pop romance' author of mid-Victorian England (Trollope) as he attempted (often in very complex characterized and descriptive ways) to deal with, and make more accessible, the troubled, 19th century Ireland that was his true homeland in *Crossing the Irish Border in Anthony Trollope's Castle Richmond*.

Anthony Olson, (Professor, Northwest Missouri State University, USA) & **Yan (Eva) Peng** (Music Instructor and Performer, Bellus Music Studio, USA) applied the same examination of an art crossing intriguing (even perplexing) borders, but this time the traditional musical forms of China moving into the early-modern west in *Globalization and Westernization of Chinese Music: A Journey through Folksongs and Cultural Transformation*, focusing especially on 19th century attempts to adapt Chinese musical norms to western performance and scoring. **Zhilong Yan** (Professor, Shanghai Theatre Academy, China) and **Aixin Zhang** PhD student at the same Shanghai Theatre Academy, China) drew on a wide mix of anthropology and psychological theory to rehabilitate a feature of many premodern (and at times post-modern) cultures in *Cross-Cultural Mysticism: Unveiling the Interplay between Totemic Beliefs and Unique Experiences*.

Archeology, Preservation, Public History

Elena Ene Draghici-Vasilescu (Professor, University of Oxford, UK), presents a heavily forensic look at the type of Romanian archeological site which one instinctively attaches to the high Roman

Empire, but which shows cultural influences long after in *Discoveries within the Roman and Early Byzantine Fortress of Sucidava (Celeiu)*. **Joy Rooney** (Senior Responsible Officer Portalis & Lecturer and Researcher in Design, South East Technological University, Ireland), takes a public-perspective look at another forensic archeological site but describes the competing pressures of local 'ownership' of the historical traditions, and of a fragile seaside environment, in *Portalis: Protecting our Coastal Heritage, Visitor Experience Design within a Citizen Science Framework*. The old and equally tricky business of matching archeological remains to both very ancient fragmentary written records and ancient legend has **Epidamn Zeqo**, (PhD Candidate and Researcher, European University of Tirana, Albania) arguing a landing-place in deep antiquity for a cryptic tablet reference in *The Place Name Da-mi-ni-jo/ja in the Linear B Script and Albania's City of Durrës (Epidamnos, Dyrrachion, Dyrrachium, Durazzo): Towards Epidamnos' Chronology from Minos to Pericles*.

Practice & Philosophy Responding to Environmental Crises

Carmen Cozma (Professor, "Alexandru Ioan Cuza" University of Iași, Romania) with her long history at ATINER of adapting philosophy to address current anxieties in unexpected ways, offers *A Philosophical Way to Deal with and, Why Not, to Overcome the Environmental Crisis*. The approach of **Nomcebo Ubisi** (Research Specialist, Human Sciences Research Council (HSRC), South Africa) is by contrast aimed squarely at practice - *Mitigating Climate Change Impacts and Strengthening Agri Systems: A Mobile Toolkit for South African Rural Smallholder Farmers*. [Also note Rooney].

21st Century Frontiers of Education and Learning

On the 'practice' side of this years' humanities-education conversation **Nava Bar** (Lecturer, University of Haifa, Israel) unrolled a short history of how the 'special needs' student has been seen and handled in Israel over the last decades, and paralled it with challenges faced by the response of both administrators tasked with 'fixing the issue' and parents sensitive to whether 'fixes' damaged their children in *From Segregation to Inclusion: Perceptual Developments and their Implementation in the Education of Special Needs Students in Israel*. **Ahmed Megreya** (Professor, Qatar University, Qatar), laid out a very interesting method of identifying vectors that might lead to, and predictors to help manage students with challenges in area of math anxiety (though Megreya also deals somewhat with science and tech

anxiety in students, too. *Concurrent and Longitudinal Predictions of Math Anxiety* argues that the strongest indicator (and perhaps triggering element) is not gender or a social effect, but the student's own experience of good or bad math performance earlier in school.

Creative Arts (and Their Applications in Education)

Not all the papers in this node were application-based, but most spilled over bit from creation to teaching. Perhaps the most unusual (though with firm roots in anthropology) was **Elinor Assoulin** (Lecturer, RMIT University, Melbourne, Australia) on **Art Yarning: On an Integrated Social Science Research Method**, which took on indigenous (and in general terms traditional-culture) methods of storing heritage and meaning in oral tradition and story ('yarning' in one sense) and mixing it with art-therapy creation (literal art-yarning in another sense) to produce unique localist expressions of past events, traumas, insights. **Danne Ojeda** (Associate Professor, Nanyang Technological University, Singapore) explored similar ground with projects in post-modern editorialism (and one might call it commemoration-art echoing an older era of tactile books) in *Conceptualism in 'Editorialism': Seth Siegelaub, John W. Wendler and their Xerox Book*. **Krunoslav Bedi**, (Professor, Graditeljska Škola Čakovec, Croatia) and **Alan Novkinić**, (Director, Alpha Drones, Croatia) mixed drone technology (and the handling skills students had to develop to move on the design phase, as well as the effect of drone movement scanning objects) and combine them to create movement-generated 3D image designs in *3D Models Using Photography and Drone in Education*.

Perhaps the most classically 'artistic' exploration (ironically, as the artist was innovatively 'modern' in his time) was **Sara Coscarelli Comas** (Assistant Dean, EINA Arts and Design Academy, UAB, Spain), and her walk through *Critical Regionalism in the Work of José Antonio Coderch about the Environment Integration in his Senillosa House (1955-1956) in Costa Brava*, bringing to light an overlooked pioneer in the mix of modern design and 'regionalizing' authenticity of home design in the postwar Mediterranean. A similar modern look with its feet firmly planted in an ancient view of human beings is **Arie Kizel** (Professor, University of Haifa, Israel) and his study **Why Educational Systems Prevent Philosophy with Students as an Educational Platform for Self-Determined Learning of the Citizen-Agent**. Kizel's interest is not in the possibilities for students memorizing or digesting a body of ancient philosophical knowledge, but in the benefits of collaboratively teaching

student groups to use new and old methods to think and argue philosophically, maturing them as future citizen-agents.

Ancient History & Culture with Contemporary Implications

Gregory Papanikos (President, Athens Institute) explores the educational infrastructure of the Greek *polis* that invited and hosted so many early educators and philosophers are more numerous (and intentional) than often realized – overlooked by a kind of ‘chronological snobbery’ today) and that *The Educational System of Ancient Athens as Depicted in Plato’s Protagoras*, may have more to suggest to modern practice – both positive and negative – than we expect. **David Philip Wick** (Director Arts, Humanities Education Research Division, and retired Professor of History, Gordon College, USA). *A Tale of Two Science Schools in the Ancient Aegean - The Diverging Characters (and Focus) of the Epicurean Schools in Athens and on Rhodes in the Late Roman Republic* contrasts the two extremely different directions taken by followers of the ancient teacher Epikoros (Epicurus) in Athens – philosophical approaches to science, passive data-collection – and on the island of Rhodes – applied engineering and technology, including (if we can judge by their graduated students) politics as a form of human engineering. [Also note Souza Neto]

Belief and Culture Clashes in the Contemporary West

Michael Turner (Roy Carroll Distinguished Professor, Appalachian State University, USA) traced the breakup and rise of activism that characterized official Christianity in the 19th century UK, social reform leading to internal dispute, and traditional-vs-modern (even in some ways post-modern) form disputes in worship and theology creating struggles over physical-cultural power in very familiar ways, in his *Church Politics in Mid-Victorian Britain: The London Union on Church Matters, 1848-1865*. An intriguing mix of parallel and contrast came from **Mohammed H. Albalawi** (Associate Professor, University of Jeddah, Saudi Arabia) in his study of Saudi fiction set during the era when the kingdom’s “religious police” held almost un-curbed power. *The Fictionalization of Religious Police in Saudi Novels* shed light on an issue little understood outside the Arab world, and also on the ability of literature to help process change. As did the study by **Rawand Sliman-Baraky** (Teaching Fellow, University of Haifa, Israel) on *Place in the Poetry of “The Nineties Poets”* (the poets in question being young Egyptian women and men during the 1990’s cultural thaw, where a free-form expressionist movement looking to loosen barriers built into

Arabized Egyptian culture and Egyptianize it in new ways led to a new way of expressing 'place.'

Humanities Perspectives on Gender and Social Justice

Menia Almenia, (Associate Professor, Qassim University, Saudi Arabia), traced elements of sense of self and place, of loss of voice and its social nature as recovered through the construction of two iconic novels, in *Beloved and Paradise by Toni Morrison: A Study in Gender, Ecology, and Social Justice Across Two Stories*. **Francesco Domenico Vitale**, (PhD Student, Pegaso Online University, Italy) takes a more forensic approach to the impoverishment (and often, suppression) of *Female Education in the Kingdom of the Two Sicilies*. Vitale's focus is the 19th century, when in many parts of Europe female education was finding some strength, but the view of Bourbon Italy suggests a strong contrast to some other European regions, and he suggests at least some causes for this.

Are the Humanities Under Existential Duress in 2025?

As we finish the first quarter turn of the 21st century (and ATINER's 30th anniversary season), one of the critical issues facing humane studies is the degree to which they are either being aided or threatened by the mechanical and artificial. There is no answer less useful than the old "these are just another sort of tool," for all tools are by their nature mixtures of the helpful and the threatening, but how *do* the studies of uniquely human endeavors deal with the 'rise of the machines?'

Tracy Bersley (Associate Professor, University of North Carolina – Chapel Hill, USA) took a fascinating 'brain science' approach to this issue, looking to both explain the ease with which e-reality or meta-life has attracted so much of the population and how it works, but her study *The Vanishing Spark: Rekindling Curiosity in a Risk-Aversion Era* also includes science (or biotech) – driven cautions on how this new experience of life might change human thinking. **Karen Guerin** (Professor, Bossier Parish Community College, USA) responded with a wide-ranging history of the artificial intelligence 'rise' or development from the late 20th century and argued the fragility of the human perspective in *The Return of the Creator Gods: A Humanities Perspective on AI*, a fragility compounded with educational and artistic institutions concentrate only on how fast and effectively AI tools can increase educational 'though-put.' **Shai Frogel** (Associate Professor, Kibbutzim College of Education & Tel Aviv University, Israel) highlighted the

tendency of any era of stress to make the empirical, quantifiable world the 'only useful' one to worry about in *The Weak Science: Humanities and the Sciences*, arguing some helpful correctives (but can one get education administrators to listen to these?).

ATINER will continue to place this last issue at the center of panels and collaborative discussion into the future, and our thanks to the breadth of thinking these contributors gave us this winter.

MISSION STATEMENT: These abstracts provide a vital means to the dissemination of scholarly inquiry in the field of Humanities & Arts. The breadth and depth of research approaches and topics represented in this book underscores the diversity of the conference.

ATINER's mission is to bring together academics from all corners of the world in order to engage with each other, brainstorm, exchange ideas, be inspired by one another, and once they are back in their institutions and countries to implement what they have acquired. The 12th Annual International Conference on Humanities & Arts in a Global World, accomplished this goal by bringing together academics and scholars from 15 different countries (Australia, Brazil, China, Croatia, Ireland, Israel, Italy, Poland, Qatar, Romania, Saudi Arabia, Singapore, Spain, UK, USA), which brought in the conference the perspectives of many different country approaches and realities in the field.

Publishing this book can help that spirit of engaged scholarship continue into the future. With our joint efforts, the next editions of this conference will be even better. We hope that this abstract book as a whole will be both of interest and of value to the reading audience.

David P. Wick & Olga Gkounta
Editors

12th Annual International Conference on Humanities & Arts in a Global World, 3-6 January 2025, Athens, Greece

Organizing & Scientific Committee

All ATINER's conferences are organized by the Academic Council. This conference has been organized with the assistance of the following academic members of ATINER, who contributed by reviewing the submitted abstracts and papers.

1. Dr. Gregory T. Papanikos, President, ATINER.
2. Dr. David Philip Wick, Director, Arts, Humanities and Education Division, Athens Institute & Retired Professor of History, Gordon College, USA.
3. Dr. Or Soltes, Head, Arts & Culture Unit, Athens Institute & Professor, Georgetown University, USA.
4. Dr. Krasimir Kabakciev, Deputy Director, Arts, Humanities and Education Division, Athens Institute.
5. Dr. Steven Oberhelman, Professor of Classics, Holder of the George Sumey Jr Endowed Professorship of Liberal Arts, and Interim Dean, Texas A&M University, USA, Vice President of International Programs, Athens Institute and Editor of the Athens Journal of History.
6. Dr. Patricia Hanna, Vice President of Academic Affairs, Athens Institute , ex-Dean & Professor Emerita, University of Utah, USA.
7. Dr. Nicholas Pappas, Vice President of Academic Conferences and Meetings, Athens Institute & Professor of History, Sam Houston University, USA.
8. Dr. David A. Frenkel, LL.D., Head, Law Unit, Athens Institute & Emeritus Professor, Law Area, Guilford Glazer Faculty of Business and Management, Ben-Gurion University of the Negev, Beer-Sheva, Israel.
9. Dr. Robert Bishop, Head, Philosophy Unit, Athens Institute & Professor, Wheaton College, USA.
10. Dr. Stamos Metzidakis, Head, Literature Unit, Athens Institute & Professor Emeritus of French and Comparative Literature, Washington University in Saint Louis, USA & Adjunct Professor of French, Hunter College-CUNY, USA.
11. Dr. Tatiana Tsakiropoulou-Summers, Director, Center for Classical & Byzantine Studies (ACCBS) & Associate Professor, The University of Alabama, USA.
12. Dr. Eliza Gardiner, Deputy Head (Theatre), Arts & Culture Unit, Athens Institute & Professor, Vancouver Island University, Canada.

13. Dr. Peter Walther Baur, Deputy Head (Culture), Arts & Culture Unit,
Athens Institute & Associate Professor, University of Johannesburg, South
Africa.
14. Dr. Elena Ene Drăghici-Vasilescu, Professor, University of Oxford, UK.

FINAL CONFERENCE PROGRAM

12th Annual International Conference on Humanities & Arts in a Global World,
3-6 January 2025, Athens, Greece

PROGRAM

Friday 3 January 2025

08.00-08.30

Registration

08:30-09:00

Opening and Welcoming Remarks:

- **David Philip Wick**, Director, Arts, Humanities and Education Division, Athens Institute & Retired Professor of History, Gordon College, USA.

09:00-11:00 Session 1

Moderator: David Philip Wick, Director, Arts, Humanities and Education Division, Athens Institute & Retired Professor of History, Gordon College, USA.

1. **Kathleen Mulligan**, Professor, Ithaca College, USA.
Title: Dwelling in Possibility around the World with Emily Dickinson.
2. **Mohammed H. Albalawi**, Associate Professor, University of Jeddah, Saudi Arabia.
Title: The Fictionalization of Religious Police in Saudi Novel.
3. **Aleksandra Tryniecka**, Assistant Professor, Maria Curie-Skłodowska University, Poland.
Title: Crossing the Irish Border in Anthony Trollope's Castle Richmond.
4. **Danne Ojeda**, Associate Professor, Nanyang Technological University, Singapore.
Title: Conceptualism in 'Editorialism': Seth Siegelau, John W. Wendler and their Xerox Book.
5. **Menia Almenia**, Associate Professor, Qassim University, Saudi Arabia.
Title: Beloved and Paradise by Toni Morrison: A Study in Gender, Ecology, and Social Justice Across Two Stories.

11:00-12:30 Session 2

Moderator: Aleksandra Tryniecka, Deputy Head, Literature Unit, Athens Institute & Assistant Professor, Maria Curie-Skłodowska University, Poland.

1. **David Philip Wick**, Retired Professor of History, Gordon College, USA.
Title: A Tale of Two Science Schools in the Ancient Aegean – The Diverging Characters (and Focus) of the Epicurean Schools in Athens and on Rhodes in the Late Roman Republic.
2. **Francesco Domenico Vitale**, PhD Student, Pegaso Online University, Italy.
Title: Female Education in the Kingdom of the Two Sicilies.
3. **Gregory T. Papanikos**, President, Athens Institute.
Title: The Educational System of Ancient Athens as Depicted in Plato's Protagoras.

12:30-14:00 Session 3

Moderator: Kathleen Mulligan, Professor, Ithaca College, USA.

1. **Carmen Cozma**, Professor, "Alexandru Ioan Cuza" University of Iași, Romania.
Title: A Philosophical Way to Deal with and, Why Not, to Overcome the Environmental Crisis.
2. **Shai Frogel**, Associate Professor, Kibbutzim College of Education & Tel Aviv University, Israel.
Title: The Weak Science: Humanities and the Sciences.
3. **Joy Rooney**, Senior Responsible Officer Portalis & Lecturer and Researcher in Design, South East Technological University, Ireland.
Title: Portalis: Protecting our Coastal Heritage, Visitor Experience Design within a Citizen Science Framework.

14:00-15:00 Lunch

15:00-16:30 Session 4

Moderator: Olga Gkounta, Researcher, Athens Institute.

1. **Sara Coscarelli Comas**, Assistant Dean, EINA Arts and Design Academy, UAB, Spain.
Title: Critical Regionalism in the Work of José Antonio Coderch about the Environment Integration in his Senillosa House (1955-1956) in Costa Brava.
2. **Elena Ene Draghici-Vasilescu**, Professor, University of Oxford, UK.
Title: Discoveries within the Roman and Early Byzantine Fortress of Sucidava (Celeiu), Romania.
3. **Rawand Sliman-Baraky**, Teaching Fellow, University of Haifa, Israel.
Title: Place in the Poetry of "The Nineties Poets".
4. **Yan Zhilong**, Professor, Shanghai Theatre Academy, China.
Zhang Aixun, PhD Student, Shanghai Theatre Academy, China.
Title: Cross-Cultural Mysticism: Unveiling the Interplay between Totemic Beliefs and Unique Experiences.

19:30-21:30

Athenian Early Evening Symposium (includes in order of appearance: continuous academic discussions, dinner, wine/water, music)

Saturday 4 January 2025

08:30-10:30 Session 5

Moderator: Carmen Cozma, Professor, "Alexandru Ioan Cuza" University of Iași, Romania.

1. **Krunoslav Bedi**, Professor, Graditeljska Škola Čakovec, Croatia.
Alan Novkinić, Director, Alpha Drones, Croatia.
Title: 3D Models Using Photography and Drone in Education.
2. **Arie Kizel**, Full Professor, University of Haifa, Israel.
Title: Why Educational Systems Prevent Philosophy with Students as an Educational Platform for Self-Determined Learning of the Citizen-Agent.
3. **Tracy Bersley**, Associate Professor, University of North Carolina – Chapel Hill, USA.
Title: The Vanishing Spark: Rekindling Curiosity in a Risk-Aversion Era.

4. **Nava Bar**, Lecturer, University of Haifa, Israel.
Title: From Segregation to Inclusion: Perceptual Developments and their Implementation in the Education of Special Needs Students in Israel.
5. **Ahmed Megreya**, Professor, Qatar University, Qatar.
Title: Concurrent and Longitudinal Predictions of Math Anxiety.

10:30-12:00 Session 6

Moderator: Elinor Assoulin, Lecturer, RMIT University, Melbourne, Australia.

1. **Michael Turner**, Roy Carroll Distinguished Professor, Appalachian State University, USA.
Title: Church Politics in Mid-Victorian Britain: The London Union on Church Matters, 1848-1865.
2. **Jose Maria Souza Neto**, Professor, State University of Pernambuco, Brazil.
Title: The Greek Theatre Festival in the History Program at Universidade de Pernambuco – Campus Mata Norte: Recollection of a Living Time.
3. **Anthony Olson**, Professor, Northwest Missouri State University, USA.
Yan (Eva) Peng, Music Instructor and Performer, Bellus Music Studio, USA.
Title: Globalization and Westernization of Chinese Music: A Journey through Folksongs and Cultural Transformation.

12:00-13:30 Session 7

Moderator: Krunoslav Bedi, Professor, Graditeljska Škola Čakovec, Croatia.

1. **Karen Guerin**, Professor, Bossier Parish Community College, USA.
Title: The Return of the Creator Gods: A Humanities Perspective on AI.
2. **Elinor Assoulin**, Lecturer, RMIT University, Melbourne, Australia.
Title: Art Yarning: On an Integrated Social Science Research Method.

13:30-14:20 Lunch

14:20-17:30 Session 8

Old and New-An Educational Urban Walk

The urban walk ticket is not included as part of your registration fee. It includes transportation costs and the cost to enter the Parthenon and the other monuments on the Acropolis Hill. The urban walk tour includes the broader area of Athens. Among other sites, it includes: Zappion, Syntagma Square, Temple of Olympian Zeus, Ancient Roman Agora and on Acropolis Hill: the Propylaea, the Temple of Athena Nike, the Erechtheion, and the Parthenon. The program of the tour may be adjusted, if there is a need beyond our control. This is a private event organized by ATINER exclusively for the conference participants.

19:00-20:30

Dinner

Sunday 5 January 2025
An Educational Visit to Selected Islands

Monday 6 January 2026
Visiting the Oracle of Delphi

Mohammed H. Albalawi

Associate Professor, University of Jeddah, Saudi Arabia

The Fictionalization of Religious Police in Saudi Novel

The religious police always invite different, often conflicting, feelings in the Saudi society. While many supported the religious police, others saw their privileges problematic. The representations and attitudes towards the religious police have been reflected widely in the Saudi fiction in a multitude of works. However, research on the contextualization of the religious police in Saudi literature is scarce. This study consults select literary works to examine the fictional depictions of the religious police. The goal is to gain a full understanding of how Saudi literature offers representations of the religious police than can allow for a more profound insight into their role and its many implications predominantly in contemporary fiction.

Menia Almenia

Associate Professor, Qassim University, Saudi Arabia

Beloved and Paradise by Toni Morrison: A Study in Gender, Ecology, and Social Justice Across Two Stories

Land and the people that inhabit it have an indefatigable relationship that takes on a new dimension when resources are scarce and contenders many for the same. Toni Morrison, a Nobel Prize winning author has explored the intersections of gender, environment, and social justice from an African-American lens in the modern times. Ecofeminism runs as an undercurrent in two of her works that this study aims to examine: *Beloved* (1987), and *Paradise* (1997), each of the works drawing uncanny connections between people, communities, and nature. The current study delves into the lives of the protagonist, Sethe, in *Beloved*, with exploration of the sub-themes of the devastation that war unleashes on humans, especially in an unequal society that practices slavery, one of the most inhuman methods of creating chasms between peoples such that one group is reduced to the level of animalistic existence. At the same time, the study unearths the roles of land, ownership, and the spirit world in maintaining this imbalance. Sethe's plight is no different from that of the land, both are exploited, and her act of killing her own child is an attempt to break this cycle of exploitation. Even with the abolition of slavery, however, exploitation of the vulnerable (women and nature) goes on unabated as Morrison goes on to prove that violence begets violence. In *Paradise*, this exploitation finds new expression with patriarchal roles governing the social order, ensuring the exploitation of women, and in a parallel, the destruction of nature, both endowed with the power to procreate, a characteristic that becomes their very undoing. As a writer, Morrison did not identify herself as an ecofeminist writer, her creative genius lies in the relevance of her works as ecofeministic in contemporary times. Using detailed textual analysis, this study aims to compare the two novels as symptomatic of the maladies of a patriarchal social system that moves forward on oppression of a few without recognizing the fact that any social order can only survive when it ensures equal opportunities for all. On the contrary, a society that fails on this count, is bound to be doomed in a cycle of self-destruction.

Elinor Assoulin

Lecturer, RMIT University, Melbourne, Australia

Art Yarning: On an Integrated Social Science Research Method

This presentation delves into the innovative research methodology known as Art Yarning, developed by Dr. Assoulin, which merges art-based approaches with social science research. Drawing from Assoulin's work, particularly her paper "Art Yarning: On an Integrated Social Science Research Method," this presentation explores the transformative potential of integrating artistic methods into social science inquiry.

The Art Yarning method represents a paradigm shift in research practice, emphasizing the intertwining of visual, narrative, and embodied forms of knowledge production. It challenges traditional boundaries between disciplines, offering a holistic approach that honors diverse ways of knowing and expressing experiences. Central to Art Yarning is the recognition of art therapy tools as potent for eliciting nuanced understandings of complex social phenomena.

One key aspect of Art Yarning highlighted in Assoulin's work is its engagement with Indigenous knowledge systems. By integrating Indigenous storytelling traditions, and relational epistemologies, Art Yarning fosters respectful collaborations that centers Indigenous voices and perspectives. This approach not only enriches research outcomes but also contributes to decolonizing research methodologies and promoting ethical research practices.

Moreover, Art Yarning embodies a relational and participatory ethos, foregrounding the importance of dialogue, co-creation, and community engagement in the research process. Through collaborative art-making activities, participants are invited to share their narratives, experiences, and aspirations, leading to the co-production of knowledge that is deeply rooted in lived realities.

In this presentation, we will delve into the practical applications of Art Yarning across diverse research contexts. Case studies and examples from Assoulin's research will illustrate how Art Yarning can be employed to explore themes such as identity, belonging, trauma, resilience, and cultural heritage. We will also discuss the methodological considerations and ethical considerations inherent in using Art Yarning, including issues of representation, consent, and reciprocity.

Furthermore, the presentation will explore the pedagogical dimensions of Art Yarning, highlighting its potential for fostering critical thinking, empathy, and cultural competency among researchers and

participants alike. By engaging with art as a mode of inquiry, Art Yarning invites us to reconsider conventional notions of research validity and rigor, inviting a more expansive and inclusive approach to knowledge production.

Ultimately, this presentation invites scholars, practitioners, and educators to consider the transformative possibilities of integrating art therapy tools and social science in research and practice. Through Art Yarning, we can cultivate deeper understandings of human experiences, amplify marginalized voices, and reimagine research as a collaborative and creative endeavor.

Nava Bar

Lecturer, University of Haifa, Israel

From Segregation to Inclusion: Perceptual Developments and their Implementation in the Education of Special Needs Students in Israel

Over the past three decades, the Israeli educational system has been dealing intensively with the gradual implementation of a process that could be defined as "a continuum from segregation to Inclusion". This process combines the assimilation of the humanistic approach that calls for including a student with special needs (SwSN) in one educational system with his peers, and his eligibility to realize his rights in educational settings tailored for him. To accommodate the diverse needs of the SwSNs, the Israeli educational system has developed a continuum of educational frameworks, ensuring that each student receives appropriate support and services within a setting that best meets their individual needs.

The presentation will reveal the development of the approaches at the basis of the special education system in Israel as a case study for the continuous and continual coping throughout the years with the rights of those with special needs in the implementation of the principle of equality for learners already from an early age, as a part of the humanist approach that seeks the recognition and presence of a variety of people in the educational system as a part of the social system. The presentation will point out the historical development and the present ideological elements of the special education system in Israel while noting four main milestones: (1) The legislation of the Special Education Law as a foundational milestone (1988); (2) The establishment of national committees for the examination of the implementation of the Special Education Law; (3) The addition of the Seventh Amendment - the "Inclusion Article" to the Special Education Law as a turning point (2002); and (4) The current stage of the Eleventh Amendment implementation of the Special Education Law (2018), that perceived as reform, aims to ensure the inclusion of SwSN in general education by allocating a budget for his needs according to his disability and his functioning level. The new amendment intended to enable the SwSN parents to decide their child's placement according to the "The Parents' Choice" model, and the transfer of their child's budgets to the chosen educational framework according to the "Funding Follows the Child" principle.

The Minister of Education announced in 2021 that 2018 reform had failed. The reform, which was designed to encourage the inclusion of SwSNs in regular classes, led to the opposite trend. More parents opted for specialized education programs for their special needs children after becoming disillusioned with the quality of inclusion within the mainstream school system. Factors contributing to this shift included inadequate funding, insufficient training for general education teachers to work effectively with students with special needs, large class sizes, and other limitations. Therefore, these days Israel is in the development of the fifth milestone with the appointment of a new national committee to examine special education. Despite advancements in the Israeli educational system's general perception of SwSN, significant challenges and obstacles persist in implementing inclusive education. These challenges stem from various factors, including structural and budgetary limitations, and differences of perspectives between general and special education.

Krunoslav Bedi

Professor, Graditeljska Škola Čakovec, Croatia

&

Alan Novkinić

Director, Alpha Drones, Croatia

3D Models Using Photography and Drone in Education

This paper provides a comprehensive overview of the process of creating a 3D model using photography and a drone and its subsequent modification for 3D printing. The process includes data collection with a high-resolution camera and a drone, their processing into a digital 3D model and preparation for 3D printing. To further explore and apply this process in an educational setting, we developed a hands-on method that engages students in the processes of scanning, modeling, and data analysis, thereby encouraging the development of STEM skills. This method involves surveying and calculating certain variables, which allows quantitative monitoring of student progress and technology effectiveness.

Tracy Bersley

Associate Professor, University of North Carolina – Chapel Hill, USA

The Vanishing Spark: Rekindling Curiosity in a Risk-Aversion Era

As a theatre practitioner and educator, I have increasingly observed a gap in how students engage in the creative learning process. This observation is echoed by colleagues across various disciplines nationwide. After extensive research and numerous studies, a recurring theme has emerged: a significant decline in curiosity. Self-directed impulse, inspiration, and imagination appear to have waned. While it's tempting to solely blame technology and social media for shaping our minds and undermining our connection to our thoughts, bodies, imaginations, and surroundings, the issue is more complex and can be traced to an aversion to risk-taking.

Psychologist and author Jonathan Haidt describes younger generations, particularly Millennials and Gen Z, as the "anxious generation." He attributes their heightened anxiety and mental health challenges to a variety of social and cultural shifts, including the pervasive influence of social media, changes in parenting styles, and societal pressures. These factors, according to Haidt, foster isolation, perfectionism, and a fear of failure.

These shifts in student behavior notably affect their learning capacity. Additionally, the ease with which artificial intelligence provides answers can discourage students from asking questions, which is key for curiosity and scholarly pursuits. This raises the question: Can we change how we teach young scholars to think? Can we rekindle their love of learning and spirit of inquiry?

To address these concerns, I co-founded *The Curiosity Project* with a colleague who observed similar issues in our graduate students. We implemented a series of workshops designed to cultivate a practice of curiosity and encourage students to think differently. The results have been striking, with a noticeable improvement in how students approach their work.

Curiosity is a deep-seated love of learning, characterized by a fascination with details, the bigger picture, and everything in between. It opens up impulses, clarifies thinking, and broadens possibilities. Cultivating curiosity enhances problem-solving and invites exploration. The aim is to foster an involvement in the **process** of learning rather than a focus on achieving a final product.

Strengthening the "curiosity muscle" is a skill that requires practice. Fortunately, the brain rewards curiosity with dopamine, the feel-good chemical. However, for this reward to be meaningful, we must also promote deep, epistemic curiosity—an exploration that goes beyond surface-level interest. Pedagogically, we aim for students to develop a practice of thorough investigation that starts with strengthening the kinds of questions asked and requires a deep engagement with their surroundings. This paper argues that imagination, playfulness, and exploration are crucial to effective learning in any field of study and examines the science behind the decline in curiosity and how, as educators and scholars, we can reverse it.

Sara Coscarelli Comas

Assistant Dean, EINA Arts and Design Academy, UAB, Spain

Critical Regionalism in the Work of José Antonio Coderch about the Environment Integration in his Senillosa House (1955-1956) in Costa Brava

The contribution to the Modern Movement of José Antonio Coderch (1913-1984) during the second half of the 20th century is well known.

Born in Barcelona, he was the first one in Catalonia, during the post-war period, who reinterpreted vernacular architecture in a modern key, through the application, from a critical perspective, of the progressive and emancipatory postulates of the Modern Movement, such as critical is also its regionalist conception, which Kenneth Frampton defines so well.

His works refine their forms until they find the perfect balance between modernity and tradition.

The reinterpretation of the Mediterranean is one of his most daring investigations that he materializes through his projects, especially in the typologies of single-family, isolated, or party-walled housing, whose cases always respect the environmental pre-existence that Ernesto N. Rogers spoke of. Most of them are intended for the Catalan bourgeoisie who are looking for second homes outside of the crowded urban centres.

The case of Senillosa House (1955-1956), located in Cadaqués (Girona), is paradigmatic. At the time of its construction, Cadaqués was a small fishing village that was beginning to awaken a cultural bustle, probably due to the presence of Salvador Dalí, among many other artists. Its characteristic cubic houses, projected vertically to seek sunlight, rooted in the rock, with whitewashed facades and small openings to the outside to maintain the interior temperature, define vernacular tectonics that will serve as an unequivocal reference for several modern architects of the time.

And so, it is for Coderch too. The resolution of the site is quite a challenge, due to its dimensions and shape, with a square floor plan and a single façade in which to open holes. However, it allows access through two streets at different levels, which provides richness and programmatic innovation.

The critical regionalism that Coderch displays in this work, as he will continue to do in many others from the same period, is still valid today in an imaginary in which integration into the environment is no longer just an attitude but constitutes a necessity for the good future of the environment in which they are located.

Carmen Cozma

Professor, "Alexandru Ioan Cuza" University of Iași, Romania

A Philosophical Way to Deal with and, Why Not, to Overcome the Environmental Crisis

In the context of an accelerated environmental degradation and climate change, no less in that of the obvious artificialization process of human lifestyle because of the particularities of the nowadays transformation from the fourth to the fifth industrial revolution we are caught in, individual is more and more challenged to re-consider its place in nature. The value of understanding the in-depth potential to creatively dealing with the present environmental crisis became one of the priorities for the philosophical approaches. Among significant contributions in this regard, the "ontopoietic" phenomenology of life elaborated by A.-T. Tymieniecka offers one of the major pathways to think about and to disclose viable solutions to the serious ecological problems we cope with. A full of wisdom insight into the real needs and possibilities woman/man could reveal and develop is provided by an original perspective upon the 'human positioning in the cosmos', that is unfolded throughout great works, such as *Logos and Life*, in four tomes (1988-2000), and *The Fullness of the Logos in the Key of Life*, in two books (2009-2012). Focusing on the 'creative human condition' in the "Ontopoiesis of Life," the Polish-born American author has emphasized the human status of "Custodian of everything-there-is-alive," explaining and interpreting it in relation with peculiar thematizations through which she succeeded to remarkably invigorate and enrich the environmental philosophy.

Elena Ene Draghici-Vasilescu
Professor, University of Oxford, UK

Discoveries within the Roman and Early Byzantine Fortress of Sucidava (Celeiu), Romania

Interesting findings are continuously coming to light on the archaeological site of the former Roman fortress of Sucidava, lower Danube in today Romania.

The Romans were present there between the first and the sixth centuries AD – that includes the early Byzantine period.

I went to Sucidava in the summer of 2024 and recorded the objects dating to the above-mentioned time. I have listed those that exist within the museum of the archaeological site and some of those that came out during the excavation in July.

The images of most of these items are introduced and described within this paper.

Shai Frogel

Associate Professor, Kibbutzim College of Education & Tel Aviv
University, Israel

The Weak Science: Humanities and the Sciences

The great technological achievements of the modern natural sciences have given rise to a common opinion that the only valid approach to knowledge is the empirical one. From this perspective, the humanities cannot be defined as sciences or, at best, be regarded as weak sciences. The paper claims that the only way to rehabilitate the humanities is by emphasizing the essential difference between investigating nature and investigating the human spirit and its products. Elucidating this difference would establish that the humanities are different sciences rather than weak ones and that they cannot be based on empirical methods but only on interpretation. Furthermore, their ultimate purpose is ethical rather than epistemological.

To substantiate this claim, the paper uses Husserl's and Gadamer's criticism against the objectivization of the humanities. Husserl points to the positivists' failure to equate between method and reality which causes them to reject the subjective aspects of reality as unreal. By ignoring the subjective and meaningful aspects of human existence in the name of objectivity, the sciences reduced human reality to mere facts. Husserl concludes this criticism provocatively: "Merely fact-minded sciences make merely fact-minded people" (Husserl 1970, 6). Gadamer explains why truth is an outcome of understanding or interpretation rather than a method to rehabilitate the importance of humanistic education. Gadamer suggests that instead of trying to imitate the natural sciences and win the coveted recognition as objective sciences, the humanities should relate to the humanistic tradition of rhetoric and education, which aims at ethical improvement rather than objective knowledge.

The recognition that the humanities have to do with subjective meaning, through interpretation, and not with objective facts, through method, has an epistemological value but no less, and more importantly, an ethical one. It exposes the cultural role of the humanities, emphasizing the subjective and meaningful aspects of human life that underlie and facilitate the emergence of ethics. An objective reality consists of facts only, leaving no place for ethics; accordingly, ethics is foreign to the natural sciences but is the *raison d'être* of the humanities.

Karen Guerin

Professor, Bossier Parish Community College, USA

The Return of the Creator Gods: A Humanities Perspective on AI

As we know, emerging technology has opened many doorways since the Age of Technology has been upon us here at the end of the 20th and early 21st centuries. A hundred years ago, almost exactly, the same kinds of problems and opportunities confronted humanity; but that experience seemingly has not prepared us. Rather we are floundering through doorways through which we know not what lies. We are jettisoning ourselves into the future even as tech billionaires are using their enormous profits to jettison themselves into space! How is humanity to manage the situation? We will draw on our legacy of humanities for guidance. Further, where humanities has been relegated to the bottom tiers of the workforce due to the Industrial Revolution's utilitarian needs, the study of humanities will gain status as a priority of human development even as transhumanism and post-humanism concurrently develop and attempt to replace it. The study of the human species can only expand and transform into guideposts for the new age of tech that will inevitably occur. It is up to us to determine how to stake our claim in this new age.

I will give an overview of emerging tech and discuss various perspective on it from experts, mostly from a critical perspective. The business of tech is an important, often understated, driver of the process the world is undergoing because it is the pinnacle of capitalism. I will examine those dynamics and attempt to project the trajectory. I will look at the emerging "watchdog" ethical groups that have formed attempting to provide guideposts and describe their success in doing so as well as describe AI media literacy tools that we can teach our students.

Finally I will draw on texts and examples from our historical past and cautionary tales, just for fun, because humanities! Change is a' comin' and it is up to us to determine our place in it. We have to upgrade ourselves but maybe not in the ways that we are being told we have to by our institutions. It is up to us and not the textbook companies and profit-driven boards as to how we lead in the humanities. The more informed we are, the more equipped we are to do so. We are the gadflies!

Arie Kizel

Full Professor, University of Haifa, Israel

Why Educational Systems Prevent Philosophy with Students as an Educational Platform for Self-Determined Learning of the Citizen-Agent

This presentation develops a theoretical framework for understanding the applicability and relevance of Philosophy with Students/Children in and out of schools as a platform for self-determined learning of citizen-agent. Based on the philosophical writings of Matthew Lipman, the father of Philosophy for Children (P4C), and in particular his ideas regarding the search for meaning, it frames Philosophy with Children in six dimensions that contrast with classic classroom disciplinary learning, advocating a “pedagogy of searching” to replace the “pedagogy of fear” that dominates traditional learning systems.

Being a meta-approach and field practice, Philosophy with Children exists both within and without educational institutions, thus not being confined to a specific time or place such as a school. As a way of life and educational method, Philosophy with Children differs from philosophy as taught in schools and academia alike. While the teaching of philosophy is becoming increasingly common in schools (especially high schools), within the history of philosophy and philosophical thought Philosophy with (and for) Children has established itself as a model for cultivating human beings who ask existential questions about themselves, their world, and their surroundings from an early age. In contrast to the academic study of philosophy, in which students are passively exposed to philosophical ideas, Philosophy with Children seeks to create a place and space for active engagement in philosophical thought that promotes broad, critical thinking skills in its young practitioners. Rather than focusing on acquaintance with philosophy as a field of knowledge to be mastered, it revolves around questions relating to the pupils’ existence in the world. It thus develops young people’s philosophical sensitivity, presenting questions to them as a living, breathing, vigorous space that fosters creativity, caring, and concern.

In contrast to the competitive atmosphere and rivalry frequently promoted (even if only tacitly) in many schools today, communities of inquiry encourage cooperation and collaboration in order to support self-determined and shared learning. The diminishment of the competitive element in classrooms in and of itself further promotes the establishment of communities of inquiry characterized by democratic deliberative inclusion, partnership, and cooperation. These traits enable the openness

necessary for the emergence of—and sometimes solutions to—democratic and philosophical ideas.

The presentation will also focus on the reasons why many countries still tend not to include Philosophy with Students/Children as a compulsory method, mainly in primary schools. Among other reasons is the opposition from conservative political parties to allow young children to participate in communities of philosophical inquiry and to enable them to open democratic discussions.

Ahmed Megreya
Professor, Qatar University, Qatar

Concurrent and Longitudinal Predictions of Math Anxiety

Math anxiety is a world-wide appearing academic anxiety that can affect student mental health and deter students from math and science-related career choices. Previous longitudinal studies reported mixed results. Some studies supported the “debilitating theory” that math anxiety reduces math performance, while others endorsed the “deficit theory” that poor math performance induces math anxiety. In addition, some studies proven the “reciprocal interaction” account that math performance and math anxiety reciprocally influence each other. Using a sample of students in Grade 10 (N= 391) followed to Grade 11 (N= 350) in Qatar, we comprehensively investigated concurrent and longitudinal predictions of math anxiety using a range of educational (math, physics, chemistry, and biology achievements, expected preferences in secondary-school tracks, math beliefs, and STEM-related attitudes) and psychological (general anxiety, persistence, and self-esteem) variables. Concurrently, math anxiety was negatively associated with math attitude and persistence, while they were positively associated with general and science anxieties. In addition, math anxiety was negatively associated with math achievement. Longitudinally, lower scores of math achievement and math attitude and higher levels of general and science anxieties in Grade 10 significantly predicted high math anxiety scores in Grade 11. However, later math anxiety scores were not associated with gender or early math belief and persistence. These findings provide support to the “deficit theory” that poor math performance induces math anxiety.

Kathleen Mulligan
Professor, Ithaca College, USA

Dwelling in Possibility around the World with Emily Dickinson

In the spring of 2019, actor and voice specialist Kathleen Mulligan was a guest of the American University in Beirut with her production of William Luce's play "The Belle of Amherst", based on the life of American poet Emily Dickinson. Mulligan and director Norman Johnson spent two weeks in Beirut, teaching workshops and putting the finishing touches on the performance. Despite having one of the most unusual openings in Mulligan's career due to the commencement of the WhatsApp Revolution in Beirut on the same night, it was an enormously rewarding experience. Since that time, Mulligan has performed "The Belle of Amherst" at various venues in the United States, at five locations across Northern India and Nepal (while on a Fulbright-Nehru grant in 2023) and in Vientiane, Laos as a guest of The Vientiane International School. Mulligan will share the process she and Johnson went through to create a more updated version of the 1976 play (without changing the text, their goal was to produce a "Not Your Grandmother's Belle of Amherst".) She will discuss her experiences performing "The Belle of Amherst" for audiences around the world, their responses, and what she learned about the universality of Dickinson's poems and life story. She will also perform excerpts from the production.

Danne Ojeda

Associate Professor, Nanyang Technological University, Singapore

**Conceptualism in 'Editorialism': Seth Siegelaub, John W.
Wendler and their Xerox Book**

In 1968, Seth Siegelaub and John W. Wendler published the Xerox Book. This book set a 'before and after' in the history of books-as-exhibitions. It is also one of the most relevant projects Siegelaub, its main initiator, is remembered as an art gallerist, curator, artist, and researcher. Seth Siegelaub invited seven artists to develop content for the Xerox Book. These artists were Carl Andre, Robert Barry, Huebler, Mr. Kosuth, Sol LeWitt, Robert Morris, and Mr. Weiner, all pioneers of conceptual art. In this paper, I am interested in analyzing book-as-exhibition examples whereby there is the visible intention of a person – Seth Siegelaub in this case – for creating a book as the sole and main exhibition space.

Thus, the initial questions for the research are What defines a book/exhibition or an object/event? How does the added plus, that derives from the equation book + exhibition manifest? Or in other words, how do their newly acquired characteristics from both intertwined realms (books and exhibitions), contribute to a different, all-encompassing understanding of the topic they deal with? How do these objects/events present themselves, how are their appearances, and what does this tell us about their genesis and intentions? And how is this significant for the production, distribution, and consumption of books?

Anthony Olson

Professor, Northwest Missouri State University, USA

&

Yan (Eva) Peng

Music Instructor and Performer, Bellus Music Studio, USA

Globalization and Westernization of Chinese Music: A Journey through Folksongs and Cultural Transformation

This presentation delves into the profound impact of Western influences on Chinese music during the 19th and 20th centuries. The session integrates performances of Chinese music in the dialogue, offering a comprehensive exploration of cultural exchange and transformation. Through a blend of performance and analysis, we examine how Western musical elements were assimilated into traditional Chinese music, leading to a unique synthesis that reflects broader trends of globalization and cultural adaptation.

The 19th and 20th centuries were periods of significant upheaval and transformation for China, characterized by rapid modernization and increasing contact with Western powers. This era witnessed profound changes in many aspects of Chinese society, including its musical landscape. The influx of Western musical ideas and practices began to permeate traditional Chinese music, leading to the creation of new forms and styles that blended elements from both cultures. Our presentation highlights key historical moments and cultural shifts during this time, illustrating how the confluence of Western and Chinese musical traditions has shaped contemporary Chinese musical identity.

One of the central themes of our presentation is the concept of cultural globalization and its implications for the arts. By focusing on the period of significant Westernization in China, we aim to offer insights into the processes of cultural globalization and their impact on musical expression. The integration of Western harmonic, melodic, and structural elements into Chinese music did not merely result in the adoption of foreign styles; rather, it sparked a creative fusion that produced a distinct musical genre, enriching the traditional Chinese repertoire.

Our exploration will also touch on the socio-political factors that both facilitated and hindered this cultural exchange. The role of Chinese intellectuals and reformers, who saw Western music as a means of modernization and national rejuvenation, will be examined.

By offering a rich perspective on the dynamic interplay between global and local cultural forces, this presentation aims to deepen the

understanding of how Chinese music has evolved through its encounter with Western traditions. It sheds light on the broader processes of cultural globalization, illustrating how the arts serve as a medium for cultural dialogue and transformation.

Gregory T. Papanikos
President, Athens Institute

**The Educational System of Ancient Athens as Depicted in
Plato's *Protagoras***

The educational system of Ancient Athens has served as a model for many subsequent educational systems. In particular, the similarities between the Ancient Athenian and modern systems are striking. The purpose of this paper is to explain the Ancient Athenian system and compare it with the modern system. My focus is specifically on Plato's famous dialogue, *Protagoras*.

Joy Rooney

Senior Responsible Officer Portalis & Lecturer and Researcher in
Design, South East Technological University, Ireland

**Portalis: Protecting our Coastal Heritage, Visitor Experience
Design within a Citizen Science Framework**

The citizen led trans-disciplinary pilot project Portalis explores our earliest Mesolithic coastal communities and how they adapted to survive. The co-creation of our visitor experience design, within a citizen science framework, provided a novel design approach for the exploration of any parallels between our earliest and contemporary communities relationship with their natural and cultural landscape and for identifying lessons learned towards our adaptation to climate change now, facilitating an accessible, authoritative and sustainable visitor learning experience. We investigated, through evidence based research, how early coastal settlers may have adapted to their surroundings. We consolidated existing evidence and provided new data. Long term sustainability of our project outputs is supported by intensive stakeholder engagement.

Cross-border citizen led conservation of natural and cultural landscape was leveraged by a dynamic transfer of knowledge through new cross-border visitor experience designs, linked citizen science activities, public archaeology events and two sustainable experiential and cultural tourism cross-border networks. A range of techniques were used including drilled core sampling, excavation, lab analysis, design ethnography, citizen science and visitor experience design.

Our visitor experience designs harnessed immersive experience hand in hand with user centric, ethically informed, exhibition design, (UCD), delivering curated authority within a multi-sensory collaborative design approach. A Universal Design strategy was implemented throughout, informing accessibility and inclusion considerations within the visual narrative. Film, virtual reality (VR) and Augmented reality (AR) were included, linking our new visitor experiences at two key urban museum sites with established rural coastal destination experiences. Sustainable blue and green economic growth platforms are fostered using interpretive themes such as coastal biodiversity. Our high level of engagement with local governance and key stakeholders is evidenced by the inclusion of our resource outputs within Destination Experience Development Plans, local governance Development Plans and Climate Action Plans.

The co-creation of our visitor experience design provided a novel design strategy to explore parallels between our earliest and our contemporary coastal community relationship with their natural and cultural landscape. Working within the logistics of each museum venue and within the limited resources of our pilot project, our study provides a significant step forward in identifying and exploring key ethical questions and logistical implications. This facilitates an accessible, authoritative and sustainable coastal heritage protection resource and learning experience for our coastal communities and their visitors.

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Place in the Poetry of “The Nineties Poets”

“The nineties poets” is a movement that emerged in the mid 1990’s in Egypt. In that period, Arab poets faced various political and cultural issues, they needed to deal with the intellectual currents and politics of their society and realized the need for a plurality of voices and a dialogue that balanced emotion and thought. The voices of these young people represented a radical change in the literary values and cultural foundations of Egyptian society.

They also recognized the need to both challenge patriarchal aspects of their lives, including political dictatorships, and to equally celebrate the voices of women and men.

These young people expressed their openness to Western popular culture and technology, and its impact on the images and pressures of daily life. They boldly expressed their positions in the wake of changes initiated by modern economics and political policies and used direct images without regard to taboos when dealing with truth. They wrote about the void left by the failure of Arab unity, the collapse of leftist ideologies, and the ineffectiveness of democracy. Nevertheless, these poets sought to distance themselves from everything that was traditional along with its ready-made templates while claiming that they did not belong to any political party. They professed that they did not seek to gain anything from their writing and that their aim was solely to transmit their ideas through their own definition of poetry; they were not concerned whether others viewed their works as prose or translation because they were not interested in defining literary genres. They were also not interested in interrogating language or re-imagining history or defining heritage anew. Among these poets were: Aḥmad Ṭāha, Muḥammad Miṭwallī, Usāma al-Dināṣūrī, Majdī al-Jābirī, Aḥmad Yamānī and others. Unlike previous movements, this period was distinguished by women poets moving from the margins to the center of the movement. Among these poets of the nineties were Īmān Mirsāl, Fāṭima Qandīl, Najāt ‘Alī and Hudā Ḥusayn.

The mention of place arose in the poems of this group of poets in a way that is different from that of their predecessors. They reformulated the concept of place, in accordance with and appropriate to reality.

The poetry of “the nineties poets” rebelled against societal systems using the "place" as a symbol.

Hence, this paper aims to discuss the privacy of a place for “the nineties poets” and their attitude towards it.

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**The Greek Theatre Festival in the History Program at
Universidade de Pernambuco – Campus Mata Norte:
Recollection of a Living Time**

This presentation presents a retelling of the Greek Theater Festival Project, existing since 2006 at the History program at State University of Pernambuco – Campus Mata Norte, Brazil. Every year, the undergraduate students and future History teachers stage three different classical Greek plays, usually a comedy (or satire) and two tragedies as part of regular evaluation process. Here we describe the Project's legal and institutional foundations within Brazilian Base Nacional Comum Curricular (National Curricular Common Base), how the Portuguese translations of staged plays are chosen, the guiding theoretical-pedagogical fundamentals and then analyse some cases, reflecting on the guiding ethical principles of the experience.

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Crossing the Irish Border in Anthony Trollope's *Castle Richmond*

Born in April 1815 in London, the English author Anthony Trollope grew to become a *renowned Irish writer* [emphasis added], as observed by John McCourt in *The Irish Times*. Trollope's deep-rooted connection with Ireland can be analysed on two levels: personal and literary, the latter revealing Trollope as an ardent political advocate and socio-cultural interpreter of Ireland. Trollope's preoccupation with Ireland throughout his literary career evokes ambivalent feelings among his critics and advocates as, on the one hand, he would perceive Ireland as his home and the place initiating his transformation into a "self-made man" while, on the other hand, Ireland in Trollope's writings becomes a romanticized literary ground shaped by his subjective perspective and further pointing towards his liminal socio-cultural understanding of Irishness influenced by his English origins. Such is the ambiguous case of *Castle Richmond*, one of Trollope's "Irish novels" published in 1860 after his return from Ireland. In my paper, I argue that, even though consciously (or unconsciously) reshaping Ireland into the land seen, at least to some extent, from the angle of an English outsider and advocate of the English government, Trollope ardently supports Ireland's prosperous future, constructing *Castle Richmond* as a novel metaphorically reshaping the Irish land into a space emerging from poverty and class divisions, as the old aristocratic structures are fading away.

Michael Turner

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Church Politics in Mid-Victorian Britain: The London Union on Church Matters, 1848-1865

The Church of England faced increasing external challenges in the Victorian period. It also suffered serious internal divisions. How did it seek to contend with these problems? This core question can be usefully addressed through a study of the London Union on Church Matters. The LUCM represents an effort by High Church clergy and laity to uphold Church interests and promote a particular idea of what the Church should be. Historians have not previously paid it much attention. There is no Union archive, but the opinions and activities of the body can be recovered through contemporary books and periodicals, the correspondence, speeches, and writings of its leaders, parliamentary proceedings, and various Church records (such as those relating to Church Congresses and other deliberative meetings). The LUCM placed itself at the head of a wider church union movement, which from the 1840s into the 1860s campaigned on such issues as education, marriage, and burials, as well as doctrine and ritual in the Church. Unions condemned unwelcome legislative interference in Church concerns and rejected the claims of Liberal politicians and militant Nonconformists. They resisted attempts by the Low Church party and Evangelicals to guide the Church in a direction that was unacceptable to High Churchmen. The union movement could not remain united, however, for another body was formed in London, the Metropolitan Church Union, and it refused to acknowledge the LUCM's directing and coordinating role. This had implications both for Church defense and for the High Church agenda within the Church of England.

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Female Education in the Kingdom of the Two Sicilies

This abstract presents an analysis of the condition of women in the Kingdom of the Two Sicilies (Italy), focusing on female education as a tool of social and religious control. In the 19th century, the Kingdom was characterized by a deeply patriarchal society, with both state and religious institutions collaborating to maintain rigid gender roles. Education, conceived as a instrument to shape minds, reflected these gender inequalities, severely limiting opportunities for women.

Female schools were predominantly run by the clergy, and education for girls was centered on religious and domestic submission. While boys had access to more comprehensive education, girls were taught practical skills such as sewing, preparing them solely for domestic roles. The educational regulations of the time clearly reflected this distinction, with fewer articles dedicated to female education compared to male education. Girls received only basic training in reading, writing, and catechism, with the majority of their time devoted to learning "women's arts."

Disparities were evident not only in access to knowledge but also in the economic treatment of teachers. Female teachers, despite having similar responsibilities to their male counterparts, were paid less and did not receive paid vacations. This economic inequality mirrored the overall subordinate position of women in Bourbon society, where they were confined to marginal roles in both public and private life.

Clerical control over education was absolute, with bishops responsible for overseeing school discipline and the appointment of teachers. Female education was heavily influenced by Catholic doctrine, which emphasized submission and respect for hierarchical authority. Education was not seen as a means of emancipation for women but rather as a tool to reinforce the patriarchal model.

This contribution demonstrates how female education in the Kingdom of the Two Sicilies was used to perpetuate gender inequalities. While male education aimed to create active citizens, female education sought to mold obedient and devout women, thus restricting their potential for social and intellectual emancipation. This educational model played a significant role in reinforcing both patriarchal and clerical dominance in Bourbon society.

The analysis provides insight into the historical roots of gender inequality in the pre-unification Southern Italy and how these disparities

influenced the development of Italian society, even after unification. This research encourages reflection on the long-term impact of educational policies on women, which consolidated subordinate roles and hindered their access to knowledge and active participation in public and professional life.

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A Tale of Two Science Schools in the Ancient Aegean - The Diverging Characters (and Focus) of the Epicurean Schools in Athens and on Rhodes in the Late Roman Republic

Though both are famous in the history of ancient education, the school of Epikouros in Athens is better known than the one in Rhodes. Both developed famous students and both impacted Mediterranean culture as they mature in the late Hellenistic and late Roman Republican eras, but the direction of each school, and its legacy, began to diverge very clearly, and toward interesting, contrasted outcomes.

Epikouros (Epicurus) collected a smattering of the scientific thinkers in post-Peloponnesian War Athens (those who survived) and built the Epicurean "Garden" around the idea that a holistic and balanced (but 'atomic' and harmoniously mechanical, not god-driven) universe was something a holistic and balanced researcher could not only understand but achieve a resilient harmony with. While the most famous effect of the school and its researches on the town became the yearly (and soon monthly) 'birthday memorial' parties the school continued research in a variety of scientific fields, including the growing Hippocratic approach to medicine and so natural sciences like environmental rhythms and weather - the latter tied to a growing market in the Mediterranean shipping-trade world, and one that eventually creating the 'Tower of the Winds' and similar nearby research facilities close to the old Agora center as the heart of Athens changed from marketplace to 'campus quad.' The 'boom' scholastic subjects for Athenian schools, however - a story I have followed in the Athens Journal of History - evolved into various arts of real-time political and legal 'influencing' (with obvious applications as well to business negotiation).

A second Epicurean school, though, developed as a rival to Athens' "scientific garden" southeastward across the Aegean on the island of Rhodes, fueled in part by the same high profile of medicine after the Peloponnesian War years, but also by shipping-trade technologies (Rhodes as an even more ideal shipping-hub center than Athens) and eventually by a colony of engineers left behind after Alexanders' death when the siege of the city by "Successors" Antigonos Monophthalmos and Demetrios Poliorketes abandoned their attempt make Rhodes their base to take part in the Battle of Ipsus. Rhodes built an engineers' school around the orphaned experts (their 'mascot image' the "colossal" statue

recycled from siege engine metals), and developed shipping-navigation technologies further, very likely by eventually applying geographical research from Alexandria. What made Rhodes different, though, was a 'scientific,' atomist-mechanical application of engineering ideas to the world of law and politics, an embryonic angle on political management as a social form of engineering (reflecting Athens other schools, then, versus the home 'take' on Epicureanism) which produced a unique cadre of foreign students and their outcomes on the Mediterranean world, including the Roman renegade and dictator Sulla, the nephew of his rival (and also soon a dictator) Julius Caesar, and Cassius, who killed Caesar, perhaps with the same outcome in mind.

Epicurus (Epikouros) had been famed as a gentle and holistic teacher.

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&

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Cross-Cultural Mysticism: Unveiling the Interplay between Totemic Beliefs and Unique Experiences

In the burgeoning field of mysticism studies, this pioneering research sheds light on the often-overlooked intersectionality of totemic mysticism and unique spiritual experiences. Departing from traditional Abrahamic perspectives, the study critically challenges normative paradigms that marginalize or pathologize these experiences. By employing an interdisciplinary methodology, which fuses religious studies, anthropology, and psychoanalytic theories, the research navigates through extensive literature reviews, primary indigenous narratives, and historical texts. The findings unveil that totemic mysticism transcends its stereotypical classification as a 'primitive' belief system, serving instead as an indispensable cognitive and emotional apparatus. It further elucidates the symbiotic relationship between totemic symbols and unique phenomena, advocating for their spiritual and transformative potential. This study not only enriches existing paradigms by highlighting the cognitive and emotional valence of totemic symbols but also calls for a reevaluation of unique experiences within mystical discourses. A seminal contribution, it resonates with postcolonial, postorientalist, and posthumanist critiques.

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