

8th World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES AND EDUCATION



MAY 22-23, 2025

Hosting Organization:
Eurasia Conferences, 124 City Road, London, EC1V 2NX.

VIENNA, AUSTRIA



8th World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES AND EDUCATION

May 22-23, 2025 | Vienna, Austria

BOOK OF ABSTRACTS

Abstracts of the 8th World Conference on Arts, Humanities, Social Sciences and Educations

Conference Dates:

May 22-23, 2025

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ABOUT EURASIA CONFERENCES

Established in 2022, Eurasia Conferences has rapidly gained recognition for organizing high-quality conferences across a diverse range of fields including science, technology, social sciences, humanities, business and economics, life sciences, medicine, and healthcare. Our mission is to drive progress and innovation through dialogue and collaboration among professionals worldwide.

Since our inception, we have successfully hosted over 50 conferences, providing platforms for scholars, researchers, professionals, and students to exchange knowledge and cultivate new ideas. Our events are strategically designed to foster networking, stimulate in-depth discussions, and facilitate the sharing of cutting-edge research and practical solutions to address contemporary challenges.

At Eurasia Conferences, we are dedicated to delivering an exceptional conference experience, with a focus on inclusivity and the broad dissemination of knowledge. Participants at our events become part of a community committed to making a positive impact on global society. We invite you to join us at our conferences, where we continually strive for excellence in promoting academic and professional development.





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May 22-23, 2025 | Vienna, Austria

SCIENTIFIC PROGRAM

08:55-09:00 @
Introduction and Welcome Note
Conference Room: Papageno

DAY 1
MAY 22, 2025

Plenary Session

09:00-10:00
Title: Living Together: An Apophatic Ethics
Prof. William Franke, Vanderbilt University, Nashville, TN, USA

Keynote Speaker Sessions

10:00-10:30
Title: Implementing Technology-Enhanced Quality Physical Education for Physically Active and Mentally Healthy Kids
Dr. Weiyun Chen, Associate Professor, School of Kinesiology, University of Michigan, USA

Group Photo, Net working, Tea and Refreshments Break 10:30-11:00

11:00-11:30
Title: 'Continuity in Discontinuity': Interpreting the Practice of 'Narrative Care' for Alzheimer's in Select Indian Literary Texts
Dr. Priyanka Tripathi, Department of Humanities and Social Sciences, Indian Institute of Technology Patna, India

Speaker Sessions

Chair: Dr. Priyanka Tripathi, Department of Humanities and Social Sciences, Indian Institute of Technology Patna, India

11:30-12:00
Title: Research-Informed Innovations in Policing-Behavioral Health Collaborative Approaches to Address the Global Opioid Epidemic
Dr. Josephine D. Korchmaros, Southwest Institute for Research on Women, University of Arizona, Tucson, Arizona, USA.

12:00-12:30
Title: Hopping Vampires and Mr Vampire Series: Hong Kong and (Compassionate) Vampire Capitalism
Dr. Magdalen Ki, Associate Professor, Department of English Language and Literature, Hong Kong Baptist University, Kowloon Tong, Hong Kong, China

Session Wrap and Lunch Break 12:30-13:30

Title: Emerging Market Green Bonds and Sustainability Endeavours – A Global Overview

13:30-14:00

Novák, Zsuzsanna, Department of Finance, Budapest University of Technology and Economics, Budapest, Hungary

Title: Intersectionality in Practice: A Multi-dimensional Approach to Teaching Feminism From a Francophone Perspective in the USA

14:00-14:30

Dr. Dany Jacob is an Assistant Professor of French at the University of Wisconsin-La Crosse, La Crosse, WI 54601 USA.

Title: Visual Semiotic Games and IR Theories

14:30-15:00

Dr. Serdar Ş. Güner, Associate Professor of International Relations (IR)) Affiliation: Atılım University, Ankara, Turkey

Title: The Suffering of Demeter. Representation of Violence in the Mexican Film Ruido

15:00-15:30

Dr. Antonio Sustaita, University of Guanajuato, Mexico

Net working, Tea and Refreshments Break 15:30-16:00

Title: Sustainable Model for Social and Cultural Integration in the Caribbean Region

16:00- 16:30

Dr. José Roberto García Chávez, Professor-Researcher at the Metropolitan Autonomous University. Development of Sustainable Projects at the Center for Research and Advanced Studies (CINVESTAV), Mexico

Title: Breaking the Silence: Unraveling Groupthink Among Students as a Barrier to Acknowledging Mental Health Issues

16:30-17:00

Dr. Ambreen Khursheed Wani, Department of Management Studies, University of Kashmir, Baramullah, J&K, India

Session wrap Day-1 Conference Closing 17:00-17:10

DAY 2

09:25-09:30 @ Introduction and Welcome Note | MAY 23, 2025

Speaker Sessions

09:30-10:00 **Title: An Integral Approach to Education as a Catalyst for World Peace**

Dr. Haim Vilevi, Department of Peace, IHUD, Geneva, Switzerland

10:00-10:30 **Title: Writing Education After ChatGPT Asking About What a Word Might Hold**

Prof. Anne B. Reinertsen, Faculty of Teacher Education and Languages, The Department of Education, ICT and Learning, Østfold University College, Norway

Net working, Tea and Refreshments Break 10:30-11:00

11:00- 11:30 **Title: Divine Bonds: The Theological Dimensions of Friendship in Johann Georg Hamann's Thought**

Dr. Uģis Sildegis, Luther Academy (Riga, Latvia).

11:30-12:00 **Title: The Globalizing World and Shaping the Identity of an Individual in the World of Boundaryless Careers**

Prof. Agnieszka Cybal Michalska, Adam Mickiewicz University ul. Wieniawskiego, Poznan / Poland

12:00-12:30 **Title: Still Agile or Already Modern? A Transformative Approach Towards a Holistic Strategy**

Prof. Clemens Lutsch, International University SDI Munich, Bavaria, Germany. Swohlwahr GmbH & Co. KG, Vienna, Austria

Session Wrap and Lunch Break 12:30-13:30

13:30-14:00 **Title: The Power of Human Connection in a Changing World**

Lisa Riesner, Actors Coach | Life Coach, Copenhagen | DENMARK.

14:00-14:30 **Title: Inherited Family Trauma Model and its Application in Jesmyn Ward's Sing, Unburied, Sin**

Alexandra Tangarife, Humanities and Bilingual Studies, Essex County College, Newark, NJ, USA

14:30-15:00 **Title: The fight against apathy: Caring for politics in a disenchanted world**

Louisa Toxvaerd Munch, English and Comparative Studies Department, University of Warwick, United Kingdom

Title: The Neoliberal Paradox: State Sovereignty and the Rise of Transnational Governance

15:00-15:30

Dionysios Asimiadis, Phd candidate, Aristotle University of Thessaloniki, Political Science, Thessaloniki, Greece

Tea and Refreshments Break 15:30-16:00

Certificate Ceremony and Photo Session 16:00-16:30

Day-2 Conference Closing 16:30-16:40

DAY 2

08:55-09:00 @ Introduction and Welcome Note (Virtual)
MAY 23, 2025

Keynote Speaker Session

Title: Decolonizing Rap: Tunisia's Muslim Feminist Rappers

09:00-09:40

Dr. Jyhene Kebisi, Macquarie University, Sydney, NSW, Australia

Speaker Sessions

Title: A Space of One's Own, Writing the Experience of Hiding

10:00-10:20

Dr. Liliane Steiner, Hemdat Academic College, Principal Research Associate, The Arnold and Leona Finkler Institute of Holocaust Research, Bar-Ilan University, Israel

Title: On Yiqiang Wu's Individualism in His Performance Art

10:20-10:40

Dr. Xiujuan Yao, Independent Scholar, China

Title: Authorial Identity in English and Arabic Academic Discourse: A Genre-Based Analysis

10:40-11:00

Dr. Sharif Alghazo, University of Sharjah, Sharjah, UAE

Title: Guilt and Poverty: Women's Gleaning in the County of Essex, 1830-1890

11:00-11:20

Chenyu Qiu, School of History, Classics & Archaeology, University of Edinburgh, Edinburgh, Scotland, United Kingdom

Tea and Refreshments Break 11:20-11:30

11:30-11:50 **Title: Bridging Awareness and Action: A Mixed-Methods Study on Environmental Consciousness and Sustainable Behavior in Abu Dhabi's Social and Economic Landscape**

Rakan Alhrahsheh, Applied sociology program, Al Ain University, United Arab Emirates

11:50-12:10 **Title: The Role of African Indigenous Education in Student Behaviour: A Perspective from Soweto Schools in Gauteng**

Dr. GL Babili, Department of African Languages, University of Johannesburg, Gauteng, South Africa

12:10-12:30 **Title: Analyzing Loneliness in a Posthuman Society: A Study of Klara and the Sun**

Yichen, Dong, School of English, Beijing Language and Culture University, Beijing, China

Session Wrap and Lunch Break 12:30-13:30

13:30-13:50 **Title: Dante's Narrative in Italian Fascism and Post-Fascism: A Long-Lasting Linguistic and Critical Manipulation**

Dr. Edoardo Scarpanti, Faculty of Humanities, Università Telematica e-Campus, Novedrate (CO), Italy

13:50-14:10 **Title: Orientalism In Hungarian Secular Architecture From The Mid-19th to the Mid-20th Centuries**

Yosser Ben Arfa, Ybl Miklós Faculty of Architecture and Civil Engineering, Óbuda University, Budapest, Hungary

14:10-14:30 **Title: Understanding of History in Christian Religion and Its Contribution to the Theological Anthropology**

Guntis Kalme, Department of Systematic theology, Luther Academy, Riga, Latvia

14:30- 14:50 **Title: Becoming a mobile student–the process and reasons why Chinese students choose Italy**

Yiliang Zhao, The department of History, Padova University, Padova, Italy

14:50- 15:10 **Title: Identity Experiences Among Young Adult Ethiopian Immigrants in Israel**

Liat Yakhnich, Beit Berl College, Israel

Net working, Tea and Refreshments Break 15:10-15:30

Keynote Speaker Session

15:30-16:10

Title: The Deep Impact of the Middle Ages on the Post-Modern World

Dr. Albrecht Classen, University of Arizona, AZ, USA

Speaker Session

16:10-16:30

Title: The Allure of Annihilation: Death Drive in Nella Larsen's Passing

Manzar Feiz, Harry W Bass Jr. School of Arts, Humanities, and Technology,
The University of Texas at Dallas, Richardson, Texas, USA

Session Wrap and Conference Closing 16:30-16:40

UPCOMING CONFERENCES

9th World Conference on
Arts, Humanities, Social Sciences and Education
July 14-15, 2025 | London, United Kingdom

10th World Conference on
Arts, Humanities, Social Sciences and Education
October 20-21, 2025 | Budapest, Hungary

11th World Conference on
Arts, Humanities, Social Sciences and Education
November 17-18, 2025 | Bangkok, Thailand



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May 22-23, 2025 | Vienna, Austria

KEYNOTE PRESENTATIONS | DAY 1

Living Together: An Apophatic Ethics



Prof. William Franke
Vanderbilt University, Nashville, TN, USA

This lecture rereads classical narratives of plague from the Bible (Exodus) and classical antiquity, both Greek (Homer, Thucydides, Sophocles) and Roman (Lucretius, Virgil, Ovid), through the Middle Ages (Boccaccio) and Modernity (Defoe, Manzoni, Artaud, Camus) as a basis for contemplating the significance of the recent Covid-19 pandemic. It concerns how we are to confront future pandemics and other crises, notably those of an ecological nature. Responses to Covid-19 typically set everything on defeating this “enemy” by technical means, but actually we cannot eliminate viruses without eliminating ourselves. We need to see the pandemic as revealing us to ourselves in our inherently vulnerable condition as a first step to admitting the infinite openness to one another and to our Ground—physical and metaphysical—that alone can save our world by engendering a different attitude, open and engaged, to one another and to the Earth as sources of our collective life.

Plagues place us before the evidence of human helplessness, and that precisely is how they can and do become sources of hope. They break us open to relation to others and the Other that has traditionally been confronted as God or as Thanatos, Death, and also as Gaia, the Earth. The Earth has been revealed as an absolute condition of our existence in much recent eco-philosophy such as that of Bruno Latour and James Lovelace, as well as in the eco-feminist theology of Rosemary Ruether (Gaia and God, 1992), not to mention pope Francis’s encyclical *Laudato si’* (2015). Jürgen Moltmann’s famous Theology of Hope is reinterpreted here as a Negative Theology of the Earth.

Implementing Technology-Enhanced Quality Physical Education for Physically Active and Mentally Healthy Kids



Dr. Weiyun Chen

Associate Professor, School of Kinesiology, University of Michigan, USA.

A staggering 78.2% of Michigan youth do not engage in the recommended 60 minutes of moderate-to-vigorous physical activity (MVPA) each day. This lack of daily MVPA has significantly contributed to the prevalence of childhood obesity and has exacerbated mental health and well-being for youth. Currently, 31.4% of Michigan youth are overweight and obese. In a recent survey, lack of physical activity, stress, and anxiety emerged as top concerns for child health. Given the urgency of the situation, it is crucial to ensure that school-aged children participate in a minimum of 30 minutes of daily MVPA during school hours as they spend more than half of their waking hours there. Providing students with quality physical education (QPE) is the whole-school approach to promoting daily MVPA. One key QPE indicator is engaging students in MVPA for at least 50% of class time. Integrating technology into QPE lessons is essential to achieve this goal. Toward this end, we have developed and implemented the first year of our two-year large-scale funded project: Sustaining Quality Physical Education for Health Kids. The purpose of this keynote presentation is to share findings from our first-year study in four key areas.

1. Teacher Training:

- How we trained teachers to enhance their content knowledge, pedagogical skills, and dispositions for implementing the Technology-Enhanced (Smart)-QPE intervention during regular school-offered regular PE classes.

2. Smart-QPE Intervention:

- What specific Smart-QPE Interventions were implemented by trained PE teachers during a 12-week period?
- Rationales for integrating the Heart Zone Move System into QPE lessons.
- Differences between Smart-QPE lessons and traditional PE lessons.

3. First-Year Project Results:

- Impacts of the Smart-QPE intervention on real-time, objective measures of MVPA and cardiorespiratory fitness among fourth- and sixth-grade students enrolled in eight elementary and middle schools.
- Effectiveness of the 12-week Smart-QPE intervention on social emotional learning (SEL), psychological well-being (PWB), mental health, and daily physical activity (PA) among these students.
- Associations between objectively measured MVPA in Smart-QPE lessons and SEL, PWB, mental health, and daily PA among these students

4. Learnings from Implementation:

- Insights gained from implementing the Smart-QPE intervention in school settings.
- How these findings will inform the second year of the project to better implement the intervention in 20 schools.

Implications: By sharing our implementation strategies and the findings from the first-year of this large-scale study, we aim to provide valuable insights into the key implementation strategies used to maintain intervention fidelity while allowing for necessary adjustments to ensure flexibility in schools settings.

Biography:

Weiyun Chen is a tenured associate professor of Applied Exercise Science and Director of the Physical Activity and Health Laboratory in the School of Kinesiology at the University of Michigan. Dr. Chen's research focuses on developing, implementing, and evaluating physical activity (PA) interventions in PA behaviors, functional fitness, cognitive functions, mental health, and psychological well-being across life spans. She has published 100 articles on peer-reviewed journals, with most being the first or senior/ corresponding author. She has delivered over 210 presentations, including 60 invited keynote and featured speaking at international and national conferences and 42 teachers training workshops.

‘Continuity in Discontinuity’: Interpreting the Practice of ‘Narrative Care’ for Alzheimer’s in Select Indian Literary Texts



Priyanka Tripathi

Department of Humanities and Social Sciences, Indian Institute of Technology Patna, India

Arthur Kleinman’s distinction between illness and disease in *The Illness Narratives* (1980) redefined the understanding of illness by shifting focus from biomedical definitions to the lived experiences of affected individuals. His emphasis on suffering, healing, and the human condition underscored the necessity of integrating palliative care into medical practice, laying the foundation for “narrative medicine.” This approach, encompassing literature, cinema, and art, seeks to interpret and respond empathetically to the narratives of individuals with illnesses and their caregivers. In the context of age-related cognitive impairments such as Alzheimer’s, fictional narratives serve as vital mediums for humanising these experiences. They raise awareness and cultivate empathy by offering intimate portrayals of the challenges faced by patients and their informal caregivers. This presentation examines two such works—*Girl in White Cotton* (2019) and *Vismrit: A Journey through Alzheimer’s* (2021)—as narratives of geriatric care that engage with disabling conditions, cultural stereotypes like *pagalpaan* and *dimag kharab*, and caregiving practices in India. Drawing on theoretical frameworks from narrative gerontology and critical dementia studies, the analysis explores how subjective embodiment and intergenerational exchanges affirm personhood, even amid memory loss and fragmented identity. These narratives emphasize the complex intersections of caregiving, cultural representation, and healthcare in the Indian context, offering a nuanced understanding of ageing and dementia through a humanistic lens.

Biography:

Priyanka Tripathi is an Associate Professor of English at the Indian Institute of Technology Patna (India). She serves as Co-Executive Editor and Associate Editor for *JIWS* and *JGNC*. She has been awarded the prestigious Charles Wallace India Trust Visiting Fellowship (2024-25) at the University of Leeds. She was also awarded the IPD Visiting Research Fellowship (2022-23) at IASH, University of Edinburgh. Her monograph is titled, *The Gendered War: Evaluating Feminist Ethnographic Narratives of the 1971 War of Bangladesh*. She works in the areas of Gender Studies, South Asian Fiction, and Medical Humanities.



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SPEAKER PRESENTATIONS | DAY 1

Research-informed Innovations in Policing-Behavioral Health Collaborative Approaches to Address the Global Opioid Epidemic



Josephine D. Korchmaros¹ and Kevin Hall²

¹Southwest Institute for Research on Women, University of Arizona, Tucson, Arizona, United States of America

²Spokane Police Department, Spokane, Washington, United States of America

The global opioid epidemic has had wide-spread and increasingly negative impact. In the United States of America (USA) alone, in April 2021, drug overdose deaths exceeded 100,000 for the prior 12-month period—a 28.5% increase from the preceding 12-month period (https://www.cdc.gov/nchs/pressroom/nchs_press_releases/2021/20211117.htm). Law enforcement agencies across the globe have started to implement police-led collaborative pre-arrest deflection models in hopes of addressing opioid misuse while minimizing additional problems created by responding with justice involvement. These models leverage daily interactions between police and community members to identify people who have substance misuse problems, provide a brief intervention to encourage engagement in treatment, and provide connections to treatment providers in lieu of arrest.

This presentation will describe recent advances in research-informed innovations in policing-behavioral health collaborative approaches to address the opioid epidemic. Presenters will describe different types of research-informed pre-arrest deflection models being implemented in different countries. They will summarize research findings examining the feasibility, acceptability, cost-savings, and effectiveness of pre-arrest deflection programs. Although this field of research is emerging and still limited, results of recent research in this field suggest that police-led pre-arrest deflection is a viable effective targeted law enforcement response to address the opioid epidemic. Moreover, results show potential for longer-term reductions in substance misuse and associated criminal activity overall and when compared to arrest, while minimizing the negative impacts of justice involvement. Presenters will also summarize the emerging research literature informing recommendations for further advancement of policing-behavioral health collaborative approaches to address the global opioid epidemic.

Biography:

Josephine D. Korchmaros, PhD, is Director of the University of Arizona's Southwest Institute for Research on Women, USA. Since earning her doctoral degree in Social Psychology with a focus on quantitative research methods in 2003, Dr. Korchmaros has developed, implemented, and evaluated numerous interprofessional, community-based projects addressing group-based disparities. She has also provided training and technical assistance for the development of a workforce equipped to provide tailored, affirming support to marginalized populations. Her research has focused on disease management models; health risk and supportive behaviors; and system and policy improvement in such areas as sexual health, substance misuse, and justice-involvement.

Kevin Hall, M.A., is the Chief of Police of the Spokane Police Department, Washington, USA. He has more than 30 years experience in policing. Throughout his career, he has worked in various assignments within policing, including Field Operations, the Gang Unit, Physical Child Abuse Unit, Internal Affairs, Homicide, and the Home Invasion/Kidnapping Unit. When he was Assistant Chief of the Tucson Police Department in Arizona, USA, he developed and implemented a comprehensive pre-arrest deflection program for non-violent charges associated with substance misuse. This program includes peer support specialist co-responders embedded within the police department, active outreach, self-referral, and harm-reduction practices.

Hopping Vampires and Mr Vampire Series: Hong Kong and (Compassionate) Vampire Capitalism



Dr. Magdalen Ki

Associate Professor, Department of English Language and Literature
Hong Kong Baptist University, Kowloon Tong, Hong Kong, China

Hopping vampires are ancient creatures associated with the premodern Qing Dynasty. As Hong Kong evolves from a humble fishing village into an international metropolis, it continually faces threats from both within and outside. In The Mr. Vampire Series, the return of hopping vampires is often linked to a traditional or advanced form of vampire capitalism. In the traditional form, a small group of individuals engages with hopping vampires to profit while providing them with repose. In the advanced form, humans exploit hopping vampires for their own self-interest, resulting in a fragmented society and social chaos. In this context, vampire hunters in Hong Kong navigate a delicate balance between defending religious compassion and capitalistic profit, persecution and harmonious coexistence. Their ethics of care compel them to befriend human-friendly ghosts and hopping vampires, emphasizing both prosperity and vigilance.

Emerging Market Green Bonds and Sustainability Endeavours – A Global Overview



Novák, Zsuzsanna¹, Böcskei, Elvira²

¹Department of Finance, Budapest University of Technology and Economics, Budapest, Hungary

²Department of Finance, Budapest University of Technology and Economics, Budapest, Hungary

As emerging markets are most exposed to climate change it is in their vital interest to channel capital to those projects which serve the mitigation of environmental damages. While FDI involvement often raises concerns with dubious environmental consequences, a lot of promising initiatives have been realised in emerging markets worldwide funded from green and sustainability bond proceeds. Our research aims at examining the efficiency of the green bond markets of EMDEs in their contribution to renewable energy transition and the reduction of the carbon footprint. The joint reports of Amundi and IFC provide comprehensive data on green bond issues which help gauge the main characteristics of the market revealing the dominant role of the financial sector among the issuers. Our empirical analysis supplements the descriptive analysis of green bond markets with the examination of its link to Sustainable Development Goals with the help of GMM panel estimation. The panel sample covers a group of 75 emerging and developing economies and the period between the years 2000 and 2022. The GMM analyses reveal that the expansion of the green bond market can be an important source to finance investment aimed at achieving zero-carbon goals and reducing energy intensity. The results of the empirical examination are very sensitive to the combination of the variables representing both energy policy and human development. Green finance and financial innovation have been widely acknowledged to be important tools in CO₂ emission reduction which has been confirmed and applied to green bond markets in the current research across a wide range of economies facing various environmental challenges.

Biography:

Zsuzsanna Novák graduated from the Budapest University of Economic Sciences and Public Administration (Corvinus University of Budapest) in 2000, and obtained her doctoral degree in Business and Administration at the Szent István University (SZIE) in the subject of monetary policy and economic convergence. From 2003 she has been a lecturer of Finance and Economics at various universities (SZIE, Corvinus University of Budapest, Budapest University of Technology and Economics). Between 2014 and 2018 she worked as analyst at the Central Bank of Hungary (MNB). Her main field of research is monetary policy, equilibrium exchange rates, public debt, technological and financial innovation.

Intersectionality in Practice: A Multi-Dimensional Approach to Teaching Feminism from a Francophone Perspective in the USA



Dr. Dany Jacob

Assistant Professor of French, Department of Global Cultures and Languages at the University of Wisconsin-La Crosse, USA

This presentation will focus on my approach to teaching Feminism and Patriarchy in a General Education course on Francophone cultures, with an emphasis on the integration of intersectionality throughout the course. I will share insights from students' experiences and reflections on how feminist themes related to race, gender, and class resonate within the context of Francophone literature and film.

The course is organized into four modules, each examining key feminist theories and their application in different Francophone settings. In Module 1, students reflect on historical portrayals of women, from Christine de Pizan to Baudelaire, through weekly journals and comparative essays. Module 2 explores the condition of women in literature and film, where students analyze Madame Bovary and Boule de Suif. In Module 3, students engage with feminist writing, focusing on the works of Hélène Cixous and Assia Djebar, while creating multimedia projects that explore feminist literary techniques.

The final module, which centers on intersectionality, invites students to analyze contemporary films like Xala and Bande de filles to examine the intersections of race, gender, and class. Through assignments such as intersectionality diaries, critical film reviews, and an informational poster project, students engage with these themes in depth, gaining a comprehensive understanding of feminist theory.

I will also share how this approach fosters critical thinking, self-reflection, and a deeper understanding of intersectionality among students. Through their engagement with both historical and contemporary texts, students have been able to draw connections between feminist discourse in the Francophone world and modern social issues. By highlighting their insights, I will demonstrate how this course structure empowers students to critically analyze gender, race, and class, while appreciating the global relevance of feminist perspectives. This presentation will offer valuable lessons for integrating intersectionality into the classroom and illustrating its impact on students' intellectual and personal growth.

Biography:

Dr. Dany Jacob is an Assistant Professor of French at the University of Wisconsin-La Crosse. He earned his Ph.D. in French and Francophone Studies from SUNY Buffalo. His research examines the dandy's role in Western sociocultural thought, exploring its impact on modernity, aesthetics, and masculinity through fetishism. Additional interests include queer masculinities, performativity in literature and media, and the fluidity of cultural identities. Recent works include an article on rearticulating Jay Gatsby's dandyism in meme culture and a book chapter on masculinity in The Night Manager. His current projects focus on transnational dandyism, affect of readership and disruptive aesthetics.

Visual Semiotic Games and IR Theories



Dr. Serdar Ş. Güner

Associate Professor of International Relations (IR)), Atılım University, Ankara, Turkey

Visual semiotic games (VGSs) constitute a form of strategic communication between players who are IR theorists. Communication represents a game equivalent to strategic interdependence where players cannot determine the outcome of their interaction alone; each has to think about the choice of the other in taking an action. The interaction is about interchange of meanings players generate about Kenneth Waltz's structural realism and Alexander Wendt's constructivism through structural abstract paintings by Mark Rothko and Jackson Pollock, respectively. Players' interpretations of Waltz's proposition about how structures and international interactions shape each other through Rothko's paintings and their interpretations of Wendt's proposition about the multiplicity of anarchies at system level through Pollock's paintings constitute signs as signifiers, icons, indexes and symbols. Players' coordination over these signs demonstrates that abstract art and IR theories are not disconnected. Therefore, game theory, a branch of finite mathematics, surfaces as a rigorous tool to study semiotic subjectivities that are mind-dependent entities and instances of interactive consciousness. In gist, VGSs contribute to the fields of semiotics, IR theories, and also game theory.

Biography:

Serdar Ş. Güner obtained his PhD degree from IHEID (then IUHEI) in 1990. His thesis was on a game-theoretic evaluation of triangular relations between the United States, the Soviet Union, and the People's Republic of China, 1950-1972. He conducted postdoc research financed by the Swiss National Science Foundation at the Department of Government, Texas, Austin. He continued research and teaching at Bilkent University between February 1992-August 2024 and gave seminars at various Turkish government agencies. Being a member of the Department of International Relations at Atılım University since September 2024, he continues to teach and makes progress in his research on IR theory, explanations, arguments, game theory,, philosophy of science and real-world problems like Ukraine-Russia and Israel-Hamas wars.

The suffering of Demeter. Representation of violence in the Mexican film *Ruido*



Dr. Antonio Sustaita
University of Guanajuato, Mexico

The purpose of this paper is to analyze the way in which the struggle and suffering on the part of a mother in the face of a daughter's abduction is represented in the Mexican film *Ruido* (Natalia Beristáin, 2022). The insecurity situation in Mexico is well known, according to the news, so that it is possible to establish a model for such a violence. The records of assassinations of police officers, political candidates, journalists and the forced disappearance of young people in Mexico surpass any other country. In this proposed model, the analysis takes as an archetypal model the figure of Demeter, a Greek divinity (goddess of agriculture) whose daughter, Persephone, was abducted for sexual purposes by Hades, god of the underworld. The unexpected absence of the daughter, the desperate search, as well as the lack of clues and traces, plunge the mother into a spiral of pain that leads her to an anguished search. The analysis proposes the "strident" as a category of analysis sequence, whose function is to regulate the narrative flow and the subjective construction of the character in the face of the irreparable pain of loss.

Biography:

Antonio Sustaita. Ph.D., Universidad Complutense de Madrid, 2011. Professor Sustaita focuses his research on the relationship between body and language in contemporary art. His first book, *El baile de las cabezas* [Dance of the heads] (Fontamara, 2014) investigates the similarities between the display of violence in Mexico at the beginning of the century and contemporary art. Sustaita is a full-time professor and researcher at the department of visual arts at Universidad de Guanajuato since 2011. He is member of CONACYT-SNI (National Council of Science and Technology-National Research System) level 1 since 2016. He has received the Sabatical fellowship CONACYT 2018-2019. In addition, he is member of Editorial Board of American Research Journal of History and Culture (ARJHC) and member of Colegio Referees CSACA Centro Studi Americanistici Circolo Amerindiano, Perugia, Italia. He has held more than 300 conferences around the world. His research has been published in books and journals in America and Europe. Sustaita is presently at work on a book called *Necroestética. Cuerpo y violencia en México contemporáneo*, which considers three models of sceneries of violence in contemporary Mexico. He is also interested in shamanism and what he calls early shamanic scene.

Sustainable Model for Social and Cultural Integration in the Caribbean Region



**José Roberto García Chávez¹, José Antonio Peniche Gallareta²,
Karina Angélica García Pardo³**

¹Metropolitan Autonomous University. Division of Sciences and Arts for Design. Department of the Environment. Graduate Program in Bioclimatic Design, México

²Acceso Urbano SCP. México

³Technische Universität Wien, TUW. Research Unit Building Physics and Ecology BPI, Austria

This research work aims to generate a sustainable model for social, cultural and economic integration of people in the Caribbean region of Mexico. The case study is located in the city of Yaxunáh, Yucatán. The methodology applied aimed at contributing to the social equity and preservation of the cultural heritage of the region, as well as to provide the basis for improving the environment and mitigate Climate Change; and it consisted of these stages: (i) a detailed study of local conditions, including socio-cultural and economic characteristics, climatic and bioclimatic analysis and building typologies; (ii) designing and building a dwelling in Yaxunáh that integrates climate and natural lighting strategies, sustainable energy, water and resource management, waste management and organic food production with areas for vegetables and an organic garden applying traditional and sustainable agricultural techniques, such as crop rotation and the use of natural fertilizers, to ensure efficient, compatible and environmentally friendly production. The results of this work have shown a favourable response from local people to implement the premises proposed in this work, which are expected to generate a multiplier effect in the community, allowing the development of other productive projects and improving the economy and the social and cultural identity of the inhabitants of Yaxunáh and nearby regions, to contribute to the social equity and the well-being of them, preserving the social and cultural heritage as well as to optimize the quality of living and improve people's health and eventually improving the environment and to mitigate Climate Change.

Keywords: Sustainability, solar Maya, bioclimatic technologies, social and cultural identity.

Biography:

Professor-Researcher at the Metropolitan Autonomous University. Development of Sustainable Projects at the Center for Research and Advanced Studies (CINVESTAV). Author of more than 180 applied research papers in architectural and urban scientific journals. Member of various national and international scientific committees. Research Project Coordinator of the Erasmus-Jean Monnet European Program to promote the Development of Sustainable Bioclimatic Architecture. Member of the International Energy Agency (IEA) of the "Resilient Cooling Annex 80" Program. Evaluator of the National Council of Science and Technology (CONHACYT). Profile of the Program for Academic Professional Development, for the Higher Type (PRODEP). Member of the National System of Researchers Level II (SNII).

Breaking the Silence: Unraveling Groupthink among Students as a Barrier to Acknowledging Mental Health Issues



Dr. Ambreen Khursheed Wani

Department of Management Studies, University of Kashmir, Baramullah, J&K, India

Treatment-seeking rates are far lower than anticipated, despite the fact that mental health issues are becoming more prevalent among students. With an emphasis on comprehending the function of group dynamics, the study attempts to explore the elements that lead to stigma and obstacles impeding students' use of mental health services. Eight semi-structured focus groups and two interviews were conducted with students at University of Kashmir - North Campus. In order to allow themes to emerge from the transcripts, the information was coded. Three characteristics of groupthink were identified by participant voices ($n = 35$): Strong-Group-Cohesion, -Stressful and-Low-Self-Esteem-Environments-and-Following-Orders-from-Directive-Leadership. People are under pressure from each of these sources to seek assistance and therapy. Groupthink may account for students' potential underutilization of mental health services, regardless of the prevalence of mental health issues and ease of access to mental health resources. Student conversation in focus groups lends credence to the groupthink theory. We can improve preventative and treatment programmes and, ultimately, the accessibility and use of mental health services by gathering insights on how student groups interact. Additionally, this knowledge can help lessen the stigma attached to getting therapy, fostering a mentally stronger and healthier student community.

Biography:

Dr. Ambreen Khursheed Wani is a Senior Assistant Professor (Ph.D., MBA, UGC-NET/JRF) at the Department of Management Studies, University of Kashmir – North Campus. She completed her MBA and Ph.D. in Management Studies at The Business School, University of Kashmir. Her research interests include work-life balance, the experiences of women academics, work-family dynamics, gender studies, Human Resource Management (HR), Organizational Behavior (OB) and cross-cultural management. A prolific academic, Dr. Wani has published extensively in scholarly and practitioner-focused literature and presented her work at numerous national and international conferences. She has also worked on a project funded by the Indian Council of Social Science Research (ICSSR).





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SPEAKER PRESENTATIONS | DAY 2

An integral approach to education as a catalyst for world peace



Moshe Poltorak¹ and Haim Vilevi²

¹Department of Counselling and Human Development, Faculty of Education,
University of Haifa

²Department of Peace, IHUD, Geneva, Switzerland

The global education system is at a crossroads that stems from a mismatch between a rapidly evolving world characterized by interconnectedness and interdependence, and an outdated education system that remains rooted in individualistic, competitive frameworks. As societies become increasingly globalized and interwoven, the need for educational models that cultivate unity, social responsibility, and a holistic understanding of human relationships has grown more urgent. However, the traditional Western educational system continues to function according to a competitive-individualistic paradigm, overlooking the necessity of equipping students with the skills and mindset required for thriving in an interconnected world. This gap not only hampers individual development, but also exacerbates global issues, as it fails to prepare future generations for effective collaboration and problem-solving on a global scale.

Jewish thinkers of the last century anticipated this transformation toward a more interconnected world and proposed fundamental shifts in how we perceive education, social relations, and human development. They argued for an approach beyond the conventional boundaries of the Western traditional education system, integrating emotional intelligence, empathy, and a sense of collective responsibility into the learning process. Building on these insights, we propose a solution as a framework that we term 'an integral approach to education,' which incorporates the latter principles into a comprehensive theoretical and practical model. An integral approach to education seeks to realign educational goals with the realities of an interconnected and interdependent world, emphasizing the development of unity and mutual support as essential competencies for addressing contemporary societal challenges.

Biography:

1) Dr. Moshe Poltorak is an educator, researcher, and lecturer in early childhood education. Professionally, he works as an educator, developing a dialogical-social educational approach in kindergartens. Moshe is also a pedagogical advisor and lecturer at the Levinsky-Wingate Academic Center in the Faculty of Education's Early Childhood Program. His PhD was on examining the interpersonal and pedagogical dialogue of kindergarten staff members and the classroom climate in the context of different personal staff member characteristics, and his research continues to focus on the educational climate, relationships among educational staff members, and empathy in early childhood education settings. Dr. Poltorak also holds a Master's degree in Jewish Philosophy from the University of Tel-Aviv.

2) Dr. Haim Vilevi is a researcher, author, and head of the Peace Department at IHUD (since 2024), specializing in peace studies and conflict resolution through an integral approach. He earned his PhD in Peace Studies from Selinus University, with a focus on peace-building initiatives and the connection between personal development and social progress. Since 2018, he has also chaired and edited the '22nd Century Club' website, which promotes personal and social development.

Writing Education After ChatGPT Asking About What a Word Might Hold

Prof. Anne B. Reinertsen

Faculty of Teacher Education and Languages, The Department of Education,
ICT and Learning, Østfold University College, Norway

In our postdigital society and education systems, humans have become fabricated hybrids of organism and machine, we have become cyborgs. Ignoring the affective dimension of education, digitalized environments give way to an ethical and conceptual vacuum, wherein student teachers and teacher educators risk being reduced to repeaters of slogans. Writing education after ChatGPT asking about what a word might hold, I put postdigital literature in conversation with posthuman affect theory because we need new vocabularies and a view of language as material to describe our postdigital web of entanglements and how this relates to the way we educate teachers. In the posthuman project, humans as affective are significant and need to be written – as in storied – for us to become creative with its functionings. By thinking *inter alia* with Gilles Deleuze and Félix Guattari's concept of rhizomatic writing, and with Hannah Arendt on the concept of mother tongue, I address the need to approach teacher education in a new way, by way of affects and storying. This implies a view of writing as a political life-engendering force and processes of subjective becomings. My aim is to bring teacher education to life by discussing affects in students and storied cyborgs. Based on Arendt, Cassin, (2024), argues that the relationship between language and people must be dissolved and what makes a language a mother tongue is probably the ability to invent and that poetry, the making (and creation) of language, belongs naturally to the mother tongue (p. 94). The performative power that thus lies in language as politics requires a vigilance to avoid conformity, submission, obedience and in a worst case, prejudice:

Without a mother tongue, when the mother tongue is no longer a language, it is nothing but propaganda. That is because you have a responsibility for the words you use, a responsibility as a writer, and not just as a receiver or communicative intermediary (...) In general, language derives its political power from its performative effect. (Cassin, 2024, p. 96-7)

Writing teacher education in times of failing recruitment to the profession and smaller cohorts of children demographically speaking, putting affect back in might prove pivotal for saving education as knowledge producer and inclusive democracy builder. It implies affirming educators and student teachers a mother tongue for learning and educational innovation: writing as storying not only asking what might a word then hold, but also who holds our words, or should we say 'what' holds our words? Given this, I discuss teacher education in general and the master thesis in particular. Writing after ChatGPT challenges issues concerning theory/practice relationships, research and research methodologies, evaluation and professionalism just to mention a few.

Key words: Teacher education; Writing; Post-perspectives on education and research; evaluating ontology; the affective turn; subjective becomings; storying;

References: Cassin, B. (2024) *Nostalgi. Når er vi egentlig hjemme? Odyssevs, Æneas, Arendt*. Oversatt av Thomas Lundbo. H//O//F

Biography:

Anne B. Reinertsen is professor of pedagogy specializing in process philosophy of education, new materialist research methodologies, knowledges of practice and evaluation research. She has worked as teacher, teacher educator and leader. Her research interests are subjective professionalism, leadership, materiality of language, new configurations of research methodologies and slow scholarships. She has been visiting scholar at Stanford University and University of Illinois, USA, and Australian Catholic University (ACU) in Australia. Her publications include national and international books, journals and book chapters and she has guest edited several Special Issue journals.

The Globalizing World and Shaping the Identity of an Individual in the World of “Boundaryless” Careers



Agnieszka Cybal Michalska

Adam Mickiewicz University ul. Wieniawskiego, Poznan / Poland

Typically ‘global’ theoretical consideration refers to the complexity, heterogeneity, progressive interdependence of the world's societies and the awareness of its holistic nature. The complexity and temporal multidimensionality of the contemporary globalizing society (its ambiguity, ambivalence, transience, diversity) and the transformation of the socio-cultural reality subjected to constant fluctuations make it difficult to describe and standardize the heterogeneity of the society objectifying itself in its actions.

Contemporary processes of globalization of the world economy, its reorganization and restructuring, make us reflect on the specificity and dominance of global economic transformation. Undoubtedly, a fundamental element of the phenomenon of economic globalisation, and in particular of the development of a free market economy, are changes in the work environment, work structure, perception of work, as well as in the sphere of characteristics, meanings and values attributed to work. It is hard to overestimate the significance of these changes for the quality of career formation, development and modification of its individualised paths. The multifaceted and multilevel structure of social reality points to the particular topicality of the questions about the meaning and scope of the concept of ‘identity’ and, in this context, raises the need to seek answers about the possibilities and abilities of an individual to plan and form a career path and shape his/her (career) identity.

Divine Bonds: The Theological Dimensions of Friendship in Johann Georg Hamann's thought



Dr. Theol. Uģis Sildegis
Luther Academy, Riga, Latvia

This research paper will delve into the theological dimensions of friendship in the philosophical thought of Johann Georg Hamann, emphasizing how his relationships with contemporaries such as Immanuel Kant and J. G. Herder informed his understanding of faith, language, and divine revelation. Hamann, often regarded as a precursor to Romantic thought, viewed friendship as a sacred bond that transcends mere social interaction, serving as a conduit for spiritual and intellectual growth. This paper will argue that Hamann's friendships were not only instrumental in shaping his critiques of Enlightenment rationalism but also pivotal in articulating a theology that prioritizes relationality and community in the pursuit of truth. By examining key dialogues and exchanges, this study will reveal how Hamann's concept of friendship reflects his belief in the interconnectedness of human beings and their relationship with the divine. Furthermore, it will explore how his emphasis on language as a medium for expressing faith underscores the theological implications of personal relationships in understanding God's revelation. Ultimately, this research will contribute to a richer comprehension of how Hamann's theological insights on friendship promote a holistic vision of human existence grounded in divine love and relationality.

Biography:

Dr. Theol., Docent of Church History at the Luther Academy. Doctoral dissertation: "Theology in the Ghetto: The Life, Work, and Theology of Nikolajs Plāte (1915–1983), Pastor and Theologian of the Evangelical Lutheran Church of the Latvian SSR" (2017), defended at the Faculty of Theology, Helsinki University. Research interests include the Reformation, Latvian church history and cultural history, and the Baltic German intellectual tradition, particularly focusing on J. G. Hamann. Publications cover various topics related to church history, J. G. Hamann, and H. Samsonius.

Still agile or already modern? A transformative approach towards a holistic strategy



Prof. Clemens Lutsch^{1,2}

¹International University SDI Munich, Bavaria, Germany

²swohlwahr GmbH & Co. KG, Vienna, Austria

Nowadays, companies are only too happy to garnish themselves with the word "agile". This usually implies that they develop and produce quickly, leanly, with flat hierarchies and in a modern way... and that they are also particularly cost-effective. The idea of the agile mindset comes from software development and was aimed at replacing rigid and over-planned development projects. There is nothing wrong with that - but an organization is not a development team. Supposed "agile methods" tend to focus too much on what is technically feasible and, alas, too little on what is actually required. Even with agility in mind, projects still fail often or are too expensive.

Companies must think holistically to act resiliently, flexibly and sustainably. They need to focus on addressing the needs of people (users and stakeholders). This doesn't mean a vague, esoteric concept that can only end in platitudes, cute slogans on posters or even embarrassing self-portrayals. Rather, this requirement opens a new model of corporate strategy that comprehensively covers all areas of an organization, that creates added value based on needs – derived from international standards, with explicit inclusion of sustainability, accessibility and corporate social responsibility.

Experts from a wide range of disciplines have developed a model which builds a bridge between business success and added value for users. Let's wean companies off the blind and inefficient "agilization", let's unmask the "lean" approach, use the full potential of modern system and process development through the human-centered approach and get rid of anachronisms like design thinking.

Biography:

Master in Industrial Anthropology, Cultural Anthropology and Education. Projects in Usability, Human-centered Design, UX-Strategy and Management since 1994. Standardization and standards editor at DIN, ASI & ISO „Human-system Interaction“. Managing Partner at swohlwahr GmbH, Professor for Human-centered Strategy & User Experience, International University SDI Munich. Chair of the Accreditation Board at the Association for the International Accreditation of UX-Professionals and Quality Assurance in UX, Usability and Human-centered Design. UX Knight Award in 2022. Keynotes, papers and specials on digitization, ethics, business models, sustainability and human-centered strategy.

The Power of Human Connection in a Changing World



Lisa Riesner

Actress, Actors Coach | Life Coach, Copenhagen | DENMARK

Have you ever met someone who, without saying a single word, made you feel completely seen, understood, and connected? That moment of human recognition, that spark of real connection, is something more powerful than any language, any technology, or any cultural barrier.

We live in a time of rapid change. We can cross continents in hours, speak to people across the globe with a single tap, and translate words at the speed of light. But despite all this progress, we still struggle with what truly matters—understanding one another.

Human connection is not about words; it is about presence. It is about looking into someone's eyes and listening—not just with our ears, but with our hearts. It is about showing up as our full selves, without pretense, without fear, and allowing others to do the same.

As a coach, an artist, and someone who believes deeply in the transformative power of storytelling, I have seen time and again how real change happens—not through force, not through persuasion, but through deep, authentic connection. When we truly see someone, when we allow them to be seen, we create a space where transformation is possible.

Think of the most powerful moments in your life. Were they about facts and figures? Or were they about people? About the way someone made you feel? The truth is, our impact on this world will not be measured by what we say, but by how we make people feel—by the love, passion, and energy we bring into our relationships, our work, and our dreams.

So I ask you—how do you want to connect? How do you want to show up in this world? Will you be the person who truly listens, who creates space for others, who dares to be fully present? Because if you do, you will change lives—including your own.

Inherited Family Trauma Model and its Application in Jesmyn Ward's *Sing, Unburied, Sing*



Alexandra Tangarife¹

¹Humanities and Bilingual Studies, Essex County College, Newark, NJ, United States

Jesmyn Ward's *Sing, Unburied, Sing* is a polyvocal narrative that touches on death, institutional racism and multi-generational trauma. The novel explores the trials and tribulations of a broken Mississippi family through the perspective of a twelve year old boy named Jojo, his mother Leonie, and a ghost by the name of Richie. Inherited family trauma is at the forefront of this novel as it unveils the effects of slavery and how stress factors and behavioral responses translate across generations. The impermanence of trauma is discovered in multiple parts of the novel including the spirit of Richie who embodies the metaphor of "ghosts from the past" can linger if unresolved. Mark Wolynn's *It Didn't Start With You* affirms the festering of trauma and it's ability to translate genetically across generations and creates toxic cyclical behavioral responses.

From River's killing of a twelve year old boy in Parchman Prison to Leonie's self-destructive relationship with paraphernalia, there is unignorable evidence of inherited trauma and its stressors carrying from one generation to the next. Wolynn and Ward's text create a conversation on the genetic stressors of ancestral, Black trauma and how figures from *Sing, Unburied, Sing* fit the inherited family trauma model.

Biography:

Alexandra Tangarife is a faculty member for the Humanities department at Essex County College. She received her masters in both Clinical Psychology and English Literature from Montclair State University. She blends her love for psychology and literature in her coursework demonstrating students a novel approach in character analysis and breakdown across novels in American literature. Her favorite past time is playing with her two neurodivergent children that are on the spectrum and nurturing their growth.

The Fight Against Apathy: Caring for Politics in a Disenchanted World



Louisa Toxvaerd Munch

English and Comparative Studies Department, University of Warwick, United Kingdom

As the Overton window shifts increasingly to the right across the West and many democracies edge closer towards the spectre of fascism, the question remains, how did we get here? Progression and hope have given way to disenchantment and nihilism and the only solution appears to be regression, nostalgia and spectacularised politics that as Nietzsche claimed, devalues values themselves. I propose a way of thinking through nihilism and disenchantment with politics, that continues to threaten our democracies through the thought and work of critical theorists that faced a similar challenge. With Hannah Arendt's notion that to change the world we must first 'love' the world, this research will explore how we re-engage with politics and infuse a Blochian hope back into the idea of the future. Using Hannah Arendt's works alongside that of Nietzsche and contemporary theorist, Wendy Brown, this research will ask what we can learn from these theorists that write at various moments of disenchantment and loss and how we can reimagine politics at a time where it is most vital. In reading these theorists alongside one another, I may conclude with how critical thought and pedagogy through Arendt's concept of *Amor Mundi* compared with Wendy Brown's defence of academia in fostering radical ideas and political imagination, may combat the nihilistic apathy felt towards politics today.

Biography:

I am a PhD researcher and teacher at the University of Warwick, and I currently work on critical theory. My research thesis is on nostalgia and contemporary politics and its effect on critical consciousness in the West and I currently teach literary and critical theory. I have pending publications on "Nostalgia and the rise of the right against historical materialism" and "The Rise of Nationalism in Britain its Occultist Roots" and have presented several papers on nostalgia, hauntology, nihilism and critical pedagogy at The University of Gdansk, The Catholic University of Lisbon and The University of Mannheim amongst others.

The Neoliberal Paradox: State Sovereignty and the Rise of Transnational Governance



Dionysios Asimiadis¹ and Aristotelis Stylianou²

¹Phd candidate, Aristotle University of Thessaloniki, Political Science, Thessaloniki, Greece

²Professor, Aristotle University of Thessaloniki, Political Science, Thessaloniki, Greece

This paper examines the paradoxical relationship between neoliberalism and state sovereignty in the contemporary international system. While neoliberalism, with its emphasis on free markets, deregulation, and limited government intervention, has ostensibly championed the autonomy of states, it has simultaneously facilitated the rise of powerful transnational actors and institutions that challenge traditional notions of state sovereignty. The paper undertakes a comprehensive analysis of how international organizations, notably the World Trade Organization (WTO) and the International Monetary Fund (IMF), along with multinational corporations, have become key players in shaping global economic governance. It argues that these actors, driven by neoliberal principles, often impose constraints on the ability of states, particularly those in the Global South, to pursue independent economic policies and development strategies. By exploring in-depth case studies of specific trade agreements and investment treaties, the paper provides concrete evidence of how neoliberal policies have led to a significant transfer of power from states to transnational actors. This transfer of power raises crucial questions about democratic accountability, the efficacy of national regulations, and the future of state sovereignty in an increasingly globalized world.

Furthermore, the paper examines the implications of this shift in power for developing countries, arguing that the constraints imposed by neoliberal institutions and agreements can perpetuate economic dependency and exacerbate existing inequalities. It also explores the potential for resistance and alternative development models that prioritize social justice and environmental sustainability over the dictates of the global market.

Keywords: Neoliberalism, State Sovereignty, Transnational Governance, Globalization, International Organizations, Global South.

Biography:

Dionisis Asimiadis is a PhD candidate in Political Science. He was born in 1996 in Thessaloniki. He has worked for a long time as a radio and television producer and on major projects of the European Union. He graduated from the Department of Social Administration and Political Science and Law at Democritus University of Thrace, and he postgraduate studies specialize in European Policies, the design, and management of European Programs. He has been honored with the Second National Prize for Language Essay by the Eleftherios Venizelos Foundation and the Second Prize for Poetry by the Union of Writers of Northern Greece. In 2022, he has been published the book "Aspects of Greek Radicalism in the 19th Century



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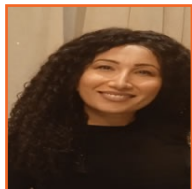
ARTS, HUMANITIES, SOCIAL SCIENCES AND EDUCATION

May 22-23, 2025 | Vienna, Austria

VIRTUAL

KEYNOTE PRESENTATIONS | DAY 2

Decolonizing Rap: Tunisia's Muslim Feminist Rappers



Dr. Jyhene Kebisi

Gender Studies Program, Macquarie University, Sydney, NSW, Australia

My speech delves into Tunisian women rappers. It shows how these artists have carved a space for themselves in Tunisia's masculine rap scene. My presentation emphasizes the complexity of the intersectional issues depicted in female rappers' songs. I argue that Tunisia's feminist rappers defend women's rights while also stressing the multi-layeredness of Tunisian women's lives and struggles. My speech shows that feminist rappers' songs target multiple forms of subordination caused by poverty, classism, sexism, corruption, bad governance and lack of security and opportunities. Despite their opposition to male dominance, Tunisian feminist rappers do not reduce the challenge, which Tunisian women face in the post-revolutionary period, to patriarchy. Rather, they stress interlaced forms of marginalization and intertwined elements of oppression.

Biography:

Dr. Jyhene Kebisi is tenured Assistant Professor of Gender Studies. She is also the MRes Program Director at Macquarie University, Australia. Dr. Kebisi taught at multiple institutions in Australia in the United States. Dr. Kebisi has won prestigious fellowships from the University of Sydney, Macquarie University and Heidelberg University in Germany. She is currently writing a book under contract with Texas University Press.

The Deep Impact of the Middle Ages on the Post-Modern World



Prof. Albrecht Classen

Department of German Studies, University of Arizona, Tucson, AZ 85721, USA

This talk will examine the huge influence of medieval literature, history, and the arts on the modern world and argue for a much more open perspective toward cultural history. Even though we are now in the twenty-first century, this does not mean at all that the past has lost in relevance. In fact, both popular culture and academic research have demonstrated that the Middle Ages in its endless manifestations continue to exert a huge influence on us. On the one hand, there is the popular interest in castles, tournaments, armors, weapons, etc., which has had a huge influence on modern movies, graphic novels, video games, etc. On the other, research has demonstrated that many of the ideas or concepts developed in the Middle Ages continue to have a deep impact on us and might well be pilot lights for us in an ever darker world today without directions, ethical and moral ideals, or spiritual orientation. Notions such as happiness, friendship, love, God, nature, or honor were fundamentally developed in the Middle Ages, and we can easily recognize their unchanging value for us today.

Biography:

Dr. Albrecht Classen is University Distinguished Professor of German Studies at the University of Arizona, Tucson. He has published currently 127 scholarly books on German and European medieval and early modern literature, most recently *The Secret in Medieval Literature* (2022), *Globalism in the Middle Ages and the Early Modern Ages* (2023), and *A Translation of Johannes Pauli's Didactic Tales* (2024). He has won numerous awards for his teaching (Carnegie Professor of the Year, 2012), service (Honorary member of the American Association of Teachers of German, 2022), and research (Henry Koffler Prize for Research, 2009). The German government bestowed the Bundesverdienstkreuz am Band upon him in 2004, and he was knighted in 2017 (The Most Noble Order of the Three Lions). In Fall of 2022, he received a Fulbright grant for Egypt. He is the editor of three journals, *Mediaevistik*, *Humanities*, and *Current Research Journal of Social Sciences and Humanities*, and he has published almost 780 scholarly articles and more than 2900 book reviews.





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VIRTUAL

SPEAKER PRESENTATIONS | DAY 2

A space of one's own, writing the experience of hiding

Dr. Liliane Steiner

Hemdat Academic College Principal Research Associate, The Arnold and Leona Finkler
Institute of Holocaust Research, Bar-Ilan University, Israel

Living in hiding and in seclusion, no matter the diversity of places and ways of hiding involved in this experience, implied a subversive economy that consisted of transgressing bravely Nazi laws and blurring out boundaries through a reversal of binaries: Jew / non-Jew, life/death, visible/invisible, inclusion/exclusion.

This paper is based on the fundamentals of Jacques Derrida's theory of deconstruction. The writing of the experience of hiding rendered in the poetics of the memoirs displays and unfolds in its binary mode the thin space/slash hidden Jews were to locate between presence/absence in the Judenrein space and consequently between life /death. They resisted the Nazi regime and laws and derided their fundamentals by the very act of living in hiding.

This study focuses on the following memoirs: *Flora I was but a child*, Flora M. Singer

(2007), *The Girl With the Red Coat*, Roma, Lagocka (2002), *The Girl in the Green Sweater*, Chrystyna Chiger (2008), *The Hidden Girl*, Lola Rein Kaufman (2008), and *No Place for Tears*, Sabina Rachel Kalowska (2008).

Moving from one hiding place to another to better the chances of survival was the ordeal of many persecuted Jews who lived in hiding. They were forced to be on the run, being in constant motion, sliding in and out between absence and presence. It meant also changing identities frequently: from Aryan to Jew and vice-versa. The need to move to a new hiding place also underscores the movement of erasure of each element of the oppositions. This movement of erasure evolved into an existential move, essential in conditioning their survival strategy.

Keywords: Derrida, deconstruction, Holocaust, living in hiding, literature.

On Yiqiang Wu's Individualism in His Performance Art

Dr. Xiujuan Yao

Independent Scholar, China

This study focuses on the contemporary Chinese artist Yiqiang Wu's performance art in the 2000s. During the past several decades, Yiqiang Wu has used his physical body to express his views of "individualism", which stresses the importance of individual freedom over the conformity of societal groups. Starting from the metaphorical ceremonies in "Drops of Light" (1999), "Bathing in the Field of Canola Flowers" (2000), and "A Funeral at the End of the 20th Century" (1999), Yiqiang Wu refuses to live the illusive life of "quiet desperation," as Henry David Thoreau writes in his classic *Walden*. On the other hand, he constructs his subjective truth by connecting himself with nature and historical sites. In his "Perching" (2007), "Bridges" (2003-2007), "Through" (2007), and "Moments" (2004-2007), sometimes even at a great risk, he demonstrates a serene and dignified beauty as well as spiritual transcendence. Furthermore, in terms of "individualism", Yiqiang Wu also demonstrates the concept of spiritual awakening by metaphorically stepping through the darkness into the world of light (e.g. "The Cold Winter" (2009-2010), "The Dark Box: the Express Delivery without a Favorable Wind" (2017) and "Out of the Darkness" (2018)). In the process, justice, courage, and freedom can also be found in these works. Taken together, by analyzing Yiqiang Wu's performance art, the study attempts to explore the complexity of his "individualism".

Keywords: individualism; a physical body; performance art

Authorial Identity in English and Arabic Academic Discourse: A Genre-Based Analysis

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This study explores how authors of research articles in the field of applied linguistics construct their authorial identity in English and Arabic. It also compares the use and functions of authorial presence strategies in the six generic sections of research articles in the two languages. The corpus comprises 60 single-authored research articles in applied linguistics, 30 in Arabic and 30 in English. The articles are sourced from journals with high perceived standing, judged by their percentile ranking in the Scopus database. The study used a mixed-methods approach that combined both quantitative and qualitative analyses, employing statistical and discourse analysis techniques. The results indicate that there are differences in the use of the three types of self-mention between Arabic and English research articles. In addition, the analysis of the generic structure showed variation in the construction of authorial presence in the six sections of the research article in the two languages, which indicates a relationship between the textual function of language and authorial presence. The results also reveal that self-mention is used to serve a number of functions, with the Recounterfunction being overwhelmingly most frequently used in both corpora. The study provides insight into the complexities that emerge while constructing authorial identities across languages. These cross-linguistic variations offer valuable implications for research and pedagogy in academic and research writing.

Keywords: Authorial identity; academic discourse; the research article; English; Arabic

Guilt and Poverty: Women's Gleaning in the County of Essex, 1830-1890



¹**Chenyu Qiu**

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This study examines the decline of women's gleaning practices in Essex, an agrarian county in southeastern England, between 1830 and 1890. Using courtroom records and newspaper reports from the Essex Standard and Essex Newsmen, it explores how legal, gendered, and economic forces reshaped this survival strategy. Essex, with its enclosure-driven land consolidation, mechanization, and rural poverty, exemplifies broader nineteenth-century shifts from customary rights to capitalist property regimes.

Three key processes drove this transformation. First, the legal status of gleaning became increasingly uncertain as courts wavered between customary rights and landowners' claims. Second, gender norms influenced judicial decisions: women gleaners faced moral scrutiny, with courts penalizing perceived "disorderly" behavior while acknowledging their economic hardship. Third, farmers restricted gleaning to employees' families, turning it into a controlled labor privilege rather than a communal right. This shift not only consolidated farmers' control over post-harvest resources but also heightened the criminalization of women outside formal employment.

By integrating legal records, gendered narratives, and labor dynamics, this study highlights how the erosion of customary rights reinforced class and gender hierarchies. It contributes to broader discussions on poverty, gender performativity, and the legal marginalization of informal economies in nineteenth-century Britain.

Biography:

Chenyu Qiu is a Master's student in Contemporary History at the University of Edinburgh, specializing in gender, labor, and colonial studies within a global historical context. Her research focuses on the intersections of social history and marginalized communities, with a particular interest in informal economies and gendered labor practices. She is currently working on a project titled *Guilt and Poverty: Women's Gleaning in Essex, 1830-1890*, which examines women's legal and socio-economic marginalization in rural England during industrialization. Chenyu has presented her research at academic conferences, including the Taofen Symposium, and has a strong background in archival analysis and historical methodology.

Bridging Awareness and Action: A Mixed-Methods Study on Environmental Consciousness and Sustainable Behavior in Abu Dhabi's Social and Economic Landscape

Dr. Rakan Alhrahshah

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Environmental awareness plays a crucial role in advancing sustainable development by fostering responsible environmental behaviors. This research explores the relationship between Abu Dhabi residents' awareness of environmental practices and the extent to which this awareness translates into their daily sustainable behaviors. Employing a mixed-methods approach, the study encompasses a total sample of 360 participants. Of these, 350 individuals were selected through a random cluster sampling method, while 10 participants were chosen intentionally through non-random sampling. The study aims to test the primary hypothesis that a statistically significant positive correlation exists between individuals' awareness of environmental practices and their commitment to sustainability behaviors. Qualitative data are analyzed through narrative interpretation based on insights from the 10 intentionally selected respondents, while quantitative data from the 350 survey participants are examined using frequency distributions and percentages to outline the demographic characteristics of the study population. To measure the relationship between awareness and behavior, the Pearson correlation coefficient is applied, alongside simple and multiple regression analysis to assess the influence of demographic factors on this relationship.

Keywords: Environmental Awareness, Climate Change, Sustainability, Sustainable Environmental Behavior, Environmental Responsibility.

The Role of African Indigenous Education in Student Behaviour: A Perspective from Soweto Schools in Gauteng

Dr GL Babili

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Inappropriate student behaviour is an ongoing concern in South African schools and worldwide. Consequently, research studies have been carried out to gain insight into how to manage student behaviour. Despite several strategies and plans being devised, not much has changed thus far. The current paper takes an empirical approach to determine whether African Indigenous education may enhance student conduct in public schools. The study employed a phenomenology research design to trace the disciplinary issues that educators face at schools. The aim was to establish their origins and propose strategies that may address the phenomenon. The rights and responsibilities of educators in the handling of discipline were also determined. The study used a non-probability sampling technique where the respondents were purposefully selected to participate in the research. The target populations of this research were families and teachers living in Soweto township, South Africa. The findings show that teachers face physical attacks, threats, disrespectful language, and aggressive behaviour in the classroom. The study indicated that incorporating Indigenous knowledge education into Sepedi language teaching could help students improve their moral integrity, cultural understanding, and cognitive abilities. The study is significant as it encourages appropriate behaviour and has an impact on school governance, policies, and strategic directions.

Biography:

Dr. GL Babili is currently affiliated with the University of Johannesburg's African Languages Department, where he teaches communicative competency studies, translation: theory and practice, as well as grammar and literature in Sepedi. His research interests are mostly focused on the interactions between members of the legal professions, such as police officers, and English second language speakers. He has written several research papers, including "Police Written Discourse: Analysing Notable Glitches in Police Reports" and "Police Interviews in Non-Native Context: Misconstructions and Possible Solutions" among others. He also supervised students at both undergraduate and postgraduate levels and presented academic papers at local and international conferences.

Analyzing Loneliness in a Posthuman Society: A Study of Klara and the Sun



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This paper explores the theme of loneliness in Kazuo Ishiguro's *Klara and the Sun*, examining how technological advancements and the integration of artificial intelligence impact human relationships and social structures in a posthuman society. Previous research has predominantly focused on human-robot relationships, with limited analysis of human loneliness. Drawing on Hartmut Rosa's acceleration-theoretical critique of alienation from *Social Acceleration: A New Theory of Modernity*, this article explores human-human and human-object interactions demonstrated in *Klara and the Sun*, examining how technology acceleration fosters the experience of loneliness among humans in a posthuman society. My analysis suggests that in a society driven by utilitarianism and conformity, the humans in *Klara and the Sun* lead increasingly isolated lives, gradually coming to resemble the technological servants they employ. The constant replacement of objects around them reduces familiarity and weakens their connection to their surroundings. This detachment erodes their capacity for empathy and intimacy, fostering loneliness. By conforming to social trends, they sacrifice their subjectivity, losing a sense of belonging to any meaningful "group" and becoming further isolated. By applying Rosa's framework, this study investigates how technological advancements and the rapid pace of societal change disrupt human relationships and emotional connections, ultimately intensifying feelings of isolation.

Biography:

My current educational institution is Beijing Language and Culture University, where I am an undergraduate student studying English. I am currently conducting research on posthumanist literature.

Dante's Narrative in Italian Fascism and Post-Fascism: A Long-Lasting Linguistic and Critical Manipulation



Dr. Edoardo Scarpanti

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Dante Alighieri wasn't just a poet, a philosopher, and a theologian too, as demonstrated by Franke (1996; 2021; 2023). In fact, he was also a politician (Brando, 2023). In Italy, Dante was interpreted as an example by many movements. The Church, fighting modernism, praised him in the *Manifesto medievalista* (1914) by Gemelli (Bocci, 2011; Rossi, 2014). Pope Benedict XV, with *In praeclara summorum* (1921), ordered all Catholic schools to study Dante, 'the most eloquent bard of Christian thought'.

Moreover, the 1921 anniversary marked the appropriation of Dante by the Fascist Party, when 3.000 fascists marched on Ravenna. After some violent actions, they gathered in front of Dante Alighieri's shrine, their 'spiritual father', and 'an Italian by blood and heritage' (Frassetto, 1933). Obviously, the enigmatic figure announced by Beatrice as 'Cinquecento dieci e cinque' (*Purg. XXXIII*) was then interpreted as the 'Duce' himself, i.e. DVX (Venturini, 1927; Albertini, 1996; Jossa, 2023), and Mussolini personally illustrated his interpretation of Dante in an interview by Orano (1928).

Almost one hundred years later, in October 2022, in Italy, a Government led by the main post-Fascist party was elected, and a new Dante's revival was ready to come. So, the Minister of Culture, Sangiuliano, recently declared Dante 'the founding father of right-wing thought' (Salvia, 2023). Maybe Sangiuliano's surprising statement is not just a case of medievalism (Eco, 1986; Di Carpegna Falconieri, 2011; 2015; Holsinger, 2007), but something deeper, and more significative, as we'll try to demonstrate by literary and linguistic means.

Biography:

I'm currently Research Fellow (Ricercatore TD/A) for Linguistics at "Università Telematica e-Campus" (Novedrate CO, Italy). After graduating in the field of classical literature, philology and linguistics (Università Cattolica, Milano), and after a PhD in linguistics and philology (Università "G. d'Annunzio", Chieti-Pescara), I started working as research assistant and academic teacher, which I'm currently doing. In the previous years, I also founded a scientific publishing house in my hometown in Italy. So far, I've written 6 academic books, and 30 scientific articles or essays.

Orientalism In Hungarian Secular Architecture From The Mid-19th to the Mid-20th Centuries



Yosser Ben Arfa¹

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This research explores the manifestation of Orientalist influences in Hungarian secular architecture, particularly from the mid-19th to the mid-20th centuries, as a cultural and artistic phenomenon, which influenced architectural design and decorative elements on buildings in Hungary. By examining architectural projects and the general context, this study aims to uncover the ways in which Hungarian architects engaged with Orientalist motifs, styles, and ideologies. It investigates the presence of Orientalist motifs, materials, spatial arrangements, and symbolism in selected architectural examples. It also explores the chosen Islamic sources and their origins, initial position, western positioning (emphasizing tectonics, simple cover-up in the horror vacui principle, around openings); change of scale, proportions, materials and colors.

Keywords: Orientalism, National identity, secular architecture, Hungary, adaptation.

Biography:

Yosser Ben Arfa is an MSc student at Ybl Miklós Faculty of Architecture and Civil Engineering in Budapest. Holding a bachelor's degree from Tunisia's National School of Architecture and Urban Planning, I am an EKOP scholarship recipient dedicated to scientific research.

Understanding of history in Christian religion and its contribution to the theological anthropology



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In Christian religion understanding of history unfolds as process, series of events of salvation, which brings man through the dramatic past, the challenging present to the rewarding future. Man is neither locked in a wheel of a circular time as in some pagan religions, nor is his salvation in an unreachable otherworld. It takes place here/now; humans are seen as living witnesses, participants and partners in God's work who is the author of their salvation.

Time consists of unrepeatable moments that are extremely important for the course of salvation such as creation, fall, exodus, events in life of the main protagonist of a Christian religion, Christ and his disciples etc. A line can be drawn between these points. Thus, the ancient circular understanding of time is stretched into a straight line.

With this linear understanding of time, we can legitimately talk about the aim of history as the fulfillment, chronological progress towards a realization of the divine plan, i.e., heavenly homeland.

Thus, the Christian faith is a religion of time. This is also indicated by the division of time in the New Testament - chronos/kairos. The history of salvation unfolds as a series of kairos arranged in a straight line. By joining these kairos, by fitting into their stream, a person gains a meaningful existence. Thus, Christian understanding of history grants important aspects of understanding to the theological anthropology.

Biography:

At present: assistant professor (dozent) at the Luther Academy, scientific editor of the Luther Academy journal Credimus, member of the Constitutional Assembly

2022 – 2025 Vice-Rector of sciences, Luther Academy

2021 - 2022 Visiting assistant professor, Academy of Music.

2015 - present, Head of the Department Systematic Theology at the Luther Academy, Member of the Senate

2010 – present, Leader of the Board of Professor Roberts Feldmanis' Foundation

Education:

2005 PhD Theology (US)

1996 MA Theol. (US)

1990 Licentiate of Theology (equal to Bachelor of Theology, Latvia)

1982 Master of Arts in Philosophy (Latvia)

Becoming a mobile student—the process and reasons why Chinese students choose Italy



Yiliang Zhao

The department of History, Padova University, Padova, Italy

This paper examines the motivations and decision-making processes of Chinese students selecting Italy for higher education, focusing on English-taught programs in non-English-speaking countries. Within the context of higher education internationalization and the rising global demand for student mobility, Italy has emerged as an attractive destination for Chinese students despite being a small-language country. Over the past two decades, Europe has gained prominence in global education due to its cultural appeal, diverse education systems, and the increasing availability of English-taught programs, even in non-English-speaking nations.

Drawing on semi-structured interviews with twenty Chinese Master's students at the University of Padova, the study employs the "push-pull model" from international student mobility literature to explore the factors influencing their choices. Findings indicate that prior successful mobility experiences enhanced students' confidence in studying abroad, while their social networks played a critical role in shaping positive perceptions of Italy. Key pull factors included economic affordability, innovative curricula, high-quality education, and relatively low language entry barriers.

This research underscores the complexity of study-abroad decisions, highlighting the interplay between individual motivations, social networks, and systemic factors. It also provides valuable insights into how small-language countries like Italy strategically leverage English-taught programs to enhance their competitiveness in the global education market.

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Identity experiences among young adult Ethiopian immigrants in Israel

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Abundant theory and empirical research have examined identity processes following immigration; however, scarce literature has examined how immigrants themselves identify and experience issues related to their identity. Taking a phenomenological approach, we examined a unique group of young Israelis who immigrated from Ethiopia to understand how they themselves relate to their identity and what, for them, are the salient issues involved in their identity negotiations. Ethiopian immigrants are a black Jewish minority in a predominantly white Israeli society. Their immigration and absorption were characterized by a move from a mainly rural to an urban society, discrimination, low SES, weakening of traditional community and familial structures, and erosion of the Amharic language and Ethiopian culture. As such, the Ethiopian immigrants' story provides a unique opportunity to understand how individuals make sense of their own identities and identity processes, when bridging multiple cultural realities and minority status.

Nineteen (19) participants, who immigrated to Israel from Ethiopia as children and adolescents, were interviewed for this study. The findings point to a number of identity related issues, most of which highlight the interplay between society and personal identity negotiation: 1) the role of context/ society in making identity negotiation inherent (grappling with identity as an event necessitated for the individual); 2) the strive for a flexible, integrated identity in which different elements can take to the forefront in different contexts; 3) a narrative of "turning points" as a catalyst to identity negotiation; 4) society as prioritizing a collective identity over the personal and demanding from the individual to represent the collective. We suggest that these four elements may be characteristic of minority groups for whom stigma and discrimination, visibility, and minority status make identity negotiation a crucial part of the individuals experience.

The Allure of Annihilation: Death Drive in Nella Larsen's *Passing*



Manzar Feiz

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Nella Larsen's *Passing* (1929) revolves tightly around the complex experiences of two light-skinned African American women, Irene Redfield and Clare Kendry, in 1920s America. Childhood friends who reunite as adults, these women embody utterly different responses to the racial restrictions of the time. Irene lives a bourgeois life in Harlem, is married to a black doctor, and is immersed in the flourishing Harlem Renaissance. Clare, on the other hand, has married a wealthy, bigoted white man, John Bellew, who is unaware of her racial heritage. The narrative culminates in Clare's tragic death—which is open to multiple interpretations. Whether her death was an accident, suicide, or caused by Irene, we never know as the unreliable narrator, "Irene Redfield never afterward allowed herself to remember" (Larsen 209).

Though *Passing* has received considerable scholarly attention for its exploration of racial identity, gender, and sexuality, there remains a gap in the attention paid to the psychological reasons behind Clare Kendry's self-destructive choices and their implications. I explore the novel through the lens of Freudian psychoanalysis, precisely the concepts of 'repetition compulsion' and 'death drive.' This Freudian approach explains Clare's reckless behaviors and further could help solve the mystery of her death. I argue that Clare Kendry negotiates a deep-seated desire for self-destruction fueled by her childhood trauma, her racial anxieties, and the constraints of a rigidly segregated society. Driven by a subconscious death wish, she repeatedly exposes herself to danger, which ultimately leads to her demise.

Key Words: Death Drive, Gender, Nella Larsen, *Passing*, Race, Sigmund Freud

Biography:

Manzar Feiz is a Ph.D. candidate at The University of Texas at Dallas, where she teaches World Literature and Rhetoric. Her research interests predominantly include 19th and 20th Century American Literature, 20th Century Anglophone Fiction, Cultural Studies, Modernism, Psychoanalysis, Sociology, and Women's Studies. Her previous publications and conference presentations have mainly focused on authors, essayists, and literary characters of the 19th and 20th centuries.



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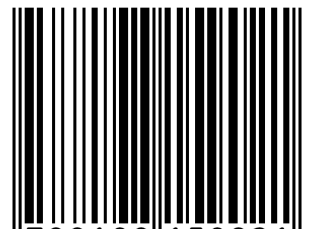
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