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The Role of the Humanities in Higher Education

UPEACE (UNIPACE) Online Conference Rome 22-23-25, July 2022
Conference Abstracts

Challenges and Opportunities of Online Teaching as a Pedagogical Tool for Teaching Humanities

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Abstract:

The recent pandemic, Covid-19, has created havoc around the globe. The impact of the coronavirus cannot be just considered only on healthcare but also on the different sectors including education. Even though the vaccine has been rolled out but still in many countries, universities and educational organizations have been cautious of opening it completely. The pandemic has resulted in diminishing gatherings of different kinds such as academic gatherings. As a result, educational institutes had to resort to the online mode of teaching. However, online teaching has been in the practice where working professionals or anyone wanting to upgrade their knowledge, can avail of the services of online teaching. Nevertheless, the pandemic imposed online mode on all levels. The utility of online teaching for professional and for higher education is well known but for all levels of education, it is yet to be ascertained. The application of online teaching as a pedagogical tool for teaching humanities creates the biggest challenge as long and interactive lectures are the conventional way of teaching humanities. This becomes challenging in the case of online teaching. One of the solutions is to engage with students through break-out groups or the use of videos to stress better learning. The use of such pedagogical tools is challenging in an online environment. The paper attempts to study these challenges and opportunities. The methodology followed for this study is the systematic review of the literature and personal communication with the academicians and students via online mode. The findings show that there are different challenges that act as barriers to realizing the value of online teaching of humanities subjects. For example, break-out groups may result in interruption and may also divert the attention of students. Breakout groups in the offline mode are very effective as there is direct and easy control of the teacher. But the online environment can create interruptions. At the same time, online pedagogical tools offer opportunities that can enhance the value offered to both students and teachers. It has the potential to turn the tide over the pandemic that has slowed down the speed of economic growth. This study explores the challenges and opportunities of online teaching during the pandemic crisis. Various studies



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exist on the issues of online teaching but few have studied online teaching in the light of pandemics. Therefore, there is a need to explore the influence of online teaching as a pedagogical tool for teaching humanities.

Discrimination and Native-speakerism in English for Academic Purposes

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Abstract:

Native-speakerism and discrimination are two major issues in English Language Education (ELT) (Holliday, 2006). English for Academic Purposes (EAP), a subcategory of ELT, is usually part of the wider humanities section in every higher education institution. Unfortunately, the issues of discrimination and native-speakerism have not been explored enough leaving those involved vulnerable to these discriminatory practices. Equity and acceptance should be the core values of every higher education institution which aims to create an inclusive learning environment for students and faculty members. Therefore, this presentation aims to explore these issues in EAP and try to reflect on the experiences of three European EAP tutors. Using autoethnography as the main research methodology, the researcher conducted two interviews. By describing her feelings and experiences, she gives an insight into the current situation in the EAP field. This talk will analyse how native-speakerism and discrimination have shaped the professional and personal lives of the people included in this research, revealing one common theme: the lack of transparency within the employment practices of the EAP field, especially after BREXIT and the pandemic.

Diritti Umani and Cambiamento Climatico

Paolo Iafrate, PhD, Professor of Human Rights, Immigration and Cooperation, University
Tor Vergata and UNIPACE (UPEACE), Rome

Abstract (Italian):

Il rischio ambientale è tanto più preoccupante in quanto colpisce selettivamente la popolazione mondiale: colpisce meno i paesi che hanno una minore capacità di prevedere i disastri ambientali, di prevenirli e, una volta che si verificano, di intervenire in aiuto delle popolazioni; all'interno di questi paesi, sono gli strati sociali più poveri a soffrire di più perché dipendono maggiormente dalle risorse ambientali¹⁷. In alcuni dei suoi articoli, la Convenzione quadro delle Nazioni Unite sui cambiamenti climatici (UNFCCC) evidenzia l'asimmetria tra paesi sviluppati e paesi in via di sviluppo in termini di responsabilità/vulnerabilità ai cambiamenti climatici.



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Il rapporto migrazione-ambiente appare oggi in larga misura dipendente dai fattori sociali che governano il funzionamento delle società. Questa minimizzazione del fattore ambientale è senza dubbio dovuta a condizioni climatiche piuttosto favorevoli fino a questi ultimi anni e all'effetto della solidarietà nazionale organizzata dallo Stato. Ma soprattutto la migrazione ha assunto una natura diversa in base a una serie di opportunità, di cui gli individui hanno ormai preso coscienza e che utilizzano secondo strategie molto diverse

Per quanto riguarda i gruppi sociali colpite principalmente dalle eco-migrazioni, è importante notare che esiste un legame tra marginalità sociale e marginalità spaziale. Le persone prive di risorse (economiche, culturali, sociali, di potere) sono quelle che vivono in ambienti ecologicamente fragili, come zone aride o pendii collinari soggetti a deforestazione, e quindi più esposti a calamità naturali ed eventi estremi.

Ridurre al minimo gli effetti negativi dei rischi ambientali rappresenta una fonte di preoccupazione e una misura di responsabilità sia verso ciascun cittadino individualmente che verso l'internazionale comunità collettivamente. Il crescente impatto del cambiamento ambientale sulla vita quotidiana di gli abitanti di particolari regioni, paesi e persino interi continenti è attualmente un maggior sfida per molti settori della cooperazione internazionale. Cooperazione politica intrapresa in questo settore dovrebbe essere integrato dalla formazione di standard adeguati per il pubblico legge internazionale. Costruire forme di assistenza istituzionali e regolamentari efficaci e per apportare almeno una lieve modifica all'attuale percezione dei fattori ambientali di la migrazione forzata sulla base del diritto internazionale pubblico e delle istituzioni multilaterali sembra di particolarmente importante al giorno d'oggi. Le conseguenze negative dei cambiamenti ambientali sono già, in molte regioni del mondo, un fattore principale che costringe milioni di persone ad abbandonare loro attuale luogo di residenza. Solo anticipando i problemi imminenti che ne derivano interruzioni ambientali possiamo proteggerci dalle conseguenze più gravi il prossimo e lontano futuro. Il saggio è così strutturato: analisi della normativa internazionale e delle problematiche sottese alla tutela giuridica fornita al migrante climatico, nonché l'impatto sui diritti umani. In questo contributo si intende evidenziare l'importanza delle Convenzioni internazionali per pianificare una migrazione condivisa nonché per garantire un grado di integrazione nei territori di destinazione

Abstract (English):

Environmental risk is all the more worrying because it affects the world's population selectively: it affects countries less able to foresee environmental disasters, to prevent them and, once they occur, to intervene to help their populations; within these countries, it is the poorest social strata that suffer most because they are more dependent on environmental resources¹⁷. In some of its articles, the United Nations Framework Convention on Climate Change (UNFCCC) highlights the asymmetry between developed and developing countries in terms of responsibility/vulnerability to climate change.

The migration-environment relationship now appears largely dependent on the social factors that govern the functioning of societies. This minimisation of the environmental factor is undoubtedly due to rather favourable climatic conditions until recent years and the effect of national solidarity organised by the state. But above all, migration has taken on a different



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nature based on a series of opportunities, of which individuals have now become aware and which they use according to very different strategies

With regard to the social groups mainly affected by eco-migrations, it is important to note that there is a link between social marginality and spatial marginality. People deprived of resources (economic, cultural, social, power) are those who live in ecologically fragile environments, such as arid areas or hillsides subject to deforestation, and therefore more exposed to natural disasters and extreme events.

Minimising the negative effects of environmental hazards is a source of concern and a measure of responsibility both to each citizen individually and to the international community collectively. The growing impact of environmental change on the daily lives of inhabitants of particular regions, countries and even entire continents is currently a major challenge for many areas of international cooperation. Political cooperation undertaken in this area should be complemented by the formation of appropriate standards for international public law. Building effective forms of institutional and regulatory assistance and to bring at least a slight change to the current perception of environmental factors of forced migration on the basis of public international law and multilateral institutions seems particularly important nowadays. The negative consequences of environmental changes are already, in many regions of the world, a major factor forcing millions of people to leave their current place of residence. Only by anticipating the impending problems resulting from environmental disruptions can we protect ourselves from the most serious consequences in the near and distant future. The essay is structured as follows: an analysis of international law and the issues underlying the legal protection provided to the climate migrant, as well as the impact on human rights. This contribution aims to highlight the importance of international conventions for planning shared migration as well as for ensuring a degree of integration in destination territories.

Biography (Italian)

Attualmente è Professore a contratto presso l'Università degli Studi di Roma "Tor Vergata" di Regolamentazione nazionale ed europea in materia di immigrazione, nonché componente del Comitato Strategico del Centro di Ricerche Economiche e Giuridiche (CREG) e collabora, in qualità di esperto, con centri di ricerca universitari e non.

E' docente presso l'Università Internazionale per la Pace – Onlus – Sede Italiana (Roma) in "Diritti umani, dell'immigrazione e della cooperazione", nonché responsabile del Dipartimento "Diritti umani, dell'immigrazione e della cooperazione", membro del Direttivo e del Comitato Etico.

E' altresì esperto esterno della Commissione Europea per i programmi: Erasmus+, Education, Audiovisual and Culture Executive Agency (EACEA), Asylum, migration and integration fund (AMIF) 2014-2020, Justice program 2021-2027, Rights, equality and citizenship 2014-2020, Horizon 2020.

Dal 2014 è curatore speciale per la rappresentanza processuale del minore nei procedimenti civili ed esperto in Diritto Musulmano, dei Paesi Islamici e in Diritto dell'Immigrazione. Dal 2011 iscritto nelle liste dei difensori d'ufficio presso il Tribunale per i Minorenni di Roma.

Autore di numerose pubblicazioni in materia.



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Dottore di Ricerca (Phd) in Sistema Giuridico Romanistico ed Unificazione del Diritto, indirizzo diritto islamico.

Si occupa prevalentemente di Diritto Penale, Immigrazione e Diritto Musulmano e dei Paesi Islamici, diritto penale minorile e problematiche relative alla tutela del minore in generale, nonché delle tematiche di Privacy e Compliance. Ha completato la laurea alla facoltà di giurisprudenza con il dottorato in diritto Sistema Giuridico Romanistico ed Unificazione del Diritto, indirizzo diritto islamico conseguito presso l'Università di Tor Vergata.

Successivamente, non solo ha continuato gli studi giuridici, curando articoli per riviste o pubblicazioni specializzate, ma ha anche iniziato l'attività forense come penalista, avendo così l'opportunità di occuparsi dei casi degli immigrati, dei richiedenti asilo e dei minori. In particolare, ha assistito gli stranieri nella fase del rinnovo del titolo di soggiorno, della richiesta di cittadinanza italiana e di apolidia, oltre che nei procedimenti avverso le espulsioni. Inoltre ha svolto attività legale per la tutela dei richiedenti, la protezione internazionale, ed i minori.

Nel luglio 2019 è stato audito presso la Sala del Mappamondo di Palazzo Montecitorio, dalle Commissioni riunite Affari costituzionali e Giustizia della Camera dei deputati nell'ambito dell'esame in sede referente del disegno di legge C. 1913, di conversione in legge del decreto-legge di conversione del decreto legge n. 53 del 2019, recante disposizioni urgenti in materia di ordine e sicurezza pubblica e presso l'Ufficio di Presidenza della Commissione affari costituzionali del Senato del disegno di legge n. 1437, aula della Commissione Affari Costituzionali, Palazzo Carpegna nell'ambito dell'esame del disegno di legge di conversione del decreto legge n. 53 del 2019, recante disposizioni urgenti in materia di ordine e sicurezza pubblica

Ha anche effettuato interventi di studio o formativi all'estero (Tunisia, Libia e Marocco) e specialmente in Italia, come consulente e collaboratore del Centro Studi e Ricerche IDOS

Biography (English)

He is currently an Adjunct Professor at the University of Rome 'Tor Vergata' of National and European Regulations on Immigration, as well as a member of the Strategic Committee of the Centre for Economic and Legal Research (CREG) and collaborates, as an expert, with university and non-university research centres.

He is a Professor at the International University for Peace - Onlus - Italian Branch (Rome) in "Human Rights, Immigration and Cooperation", as well as head of the Department "Human Rights, Immigration and Cooperation", member of the Executive and of the Ethics Committee.

Doctorate (Phd) in Romanistic Legal System and Unification of Law, specialising in Islamic law.

He is also an external expert of the European Commission for the programmes:

Erasmus+, Education, Audiovisual and Culture Executive Agency (EACEA),

Asylum, migration and integration fund (AMIF) 2014-2020, Justice programme 2021-2027, Rights, equality and citizenship 2014-2020, Horizon 2020.

It deals mainly with Criminal Law, Immigration and Muslim Law and Islamic Countries, Juvenile Criminal Law and child protection issues in general, as well as Privacy and



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Compliance issues. The firm has a structure with specific and extended expertise in the main areas of law thanks to the network of collaborating professionals.

Since 2014 he has been a special curator for the procedural representation of children in civil proceedings and an expert in Muslim Law, Islamic Countries and Immigration Law.

Since 2011, registered in the list of public defenders at the Juvenile Court of Rome.

Author of numerous publications on the subject.

The Humanities, HE and ME

Gill Stoker, PhD, London UK

Abstract:

My talk, illustrated with slides, is about my own experiences of studying, researching and teaching Humanities subjects in the UK.

My educational background from schooldays onwards has shaped my life. There have been good, bad and indifferent elements, but I feel incredibly lucky in how things have worked out. Any person's educational trajectory can be hit-and-miss, where the innocent, impressionable young person tries to make sense of it all as best they can, with or without the informed support of parents and teachers.

My higher education ran from 1982 to 1994. I gained my first degree, BA(Hons), as a mature student (1986), followed by an MA (1988) and a PhD (1994). In 1990 I joined the Open University as a Tutor-Counsellor/Associate Lecturer, teaching a wide range of Humanities subjects for over 21 years. In the early 2000s I began teaching EFL privately. A YouTube channel called Learn English with Gill launched in 2015, and the Humanities have also featured in this. In 1999 I joined a historical picture library, and am still working there today. In 2015 I started a Poems and Pictures blog, my own idea, hosted on the company's website, showing how the Humanities can exist, and have relevance, even in the business world.

My final point is that the Humanities should exist in all walks of life, not just in the ivory towers of Higher Education, but also on company websites, YouTube, television, films, in public spaces. As the name suggests, the Humanities have a humanising effect, they remind us what it is to be human, in this beautiful, crazy, dangerous, fragile, happy, sad and tragic world that we inhabit.



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The Humanities and the Moral Significance of the Anthropocene

Gaspard Lemaire, PhD student, Ecole Normale Supérieure (Paris)

Abstract:

The Humanities contribute to the formulation of ethical judgments and to the understanding of the course of history. Such capacities are particularly indispensable in the era of the Anthropocene. The disruptions caused by climate change are by now well-known: natural disasters (hurricanes, droughts, forest fires, floods, heat waves), food insecurity, difficulties in accessing vital resources, mass forced migrations, geopolitical destabilisation. According to the latest IPCC report, “Approximately 3.3 to 3.6 billion people live in contexts that are highly vulnerable to climate change.” The unprecedented threats imminently facing our species stem from human actions. As these are actions carried out knowingly, their criminal dimension cannot be denied. The crime committed, however, needs clarification. This crime does not consist of genocide nor of crime against humanity, both of which imply intent. As for the more recent term ecocide, it fails to account for the general and systematic nature of the harm done to the whole of humanity, since it focuses on the destruction of local ecosystems. Humanities can contribute to shed light on the nature of the “crime without a name” which is currently being committed. This paper aims to illustrate this claim by coining the concept of “anthropocide” to define the deliberate actions or omissions that are at the origin of climate disruption and, consequently, the destruction of the essential foundations of many communities through land degradation or destruction of ecosystems. Anthropocide lead not only to the disorganization of economic life, of political and social institutions, and of the culture of the groups they harm, but also to the violation of fundamental rights of individuals: right to life, health, freedom, personal security and dignity. The concept of anthropocide must be integrated into international law so that the responsibility of states is finally recognised.

L’Informatisation des Humanités, un Renouveau des Processus d’Interprétation

Roger Bautier, PhD, Email: roger.bautier@laposte.net, Professeur émérite des universités,
LabSIC – Université Sorbonne Paris Nord

Abstract:

Il est possible de repérer, au sein des humanités, une opposition entre deux attitudes. Depuis leur origine, elles ont été marquées, d’un côté, par une attitude consistant à étudier ce qui est singulier, voire exceptionnel, et, d’un autre côté, par une attitude qui met l’accent, au contraire, sur les régularités. Si l’on admet la pertinence d’une telle opposition, les humanités désormais informatisées sont assimilables à un prolongement instrumenté de la seconde



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attitude, qui implique l'usage de toutes les technologies de traitement de l'information, y compris des plus récentes.

La rupture – souvent assimilée à une rupture épistémologique – engendrée par l'informatisation des humanités ne s'identifie pas systématiquement à une adoption du modèle des sciences de la nature, mais les possibilités offertes par l'informatique sont telles que des travaux jadis inimaginables sont maintenant réalisables et concourent effectivement à des progrès décisifs dans la connaissance. En même temps, le recours à des procédures de traitement automatique de grands corpus numérisés correspond à une transformation de la réflexion sur l'interprétation, réflexion qui continue, bien sûr, de caractériser les humanités.

Comme ces progrès dépendent de méthodes qui ébranlent profondément les processus d'interprétation, les enseignants et les étudiants de l'enseignement supérieur doivent être attentifs aux bouleversements inévitables de leurs pratiques et se positionner par rapport à des stratégies qui sont autant professionnelles que proprement intellectuelles. Ils sont amenés ainsi à devoir se pencher non seulement sur le renouvellement de la problématique du sens et sur celui des disciplines, mais également sur la vision de la société que ce renouvellement peut favoriser.

C'est là une perspective qui permet de mettre en lumière le fait que le rôle des humanités dans l'enseignement supérieur doit être transformé, tout en restant indispensable.

Biography

Mes recherches portent sur l'histoire des conceptions de l'information et de la communication et de leurs implications sociopolitiques, du XIXe siècle au XXIe siècle. Page web (avec liste des travaux): <http://labsic.univ-paris13.fr/membre/bautier-roger/>

Il Ruolo delle Discipline Umanistiche nella Psicologia Clinica

Silvana Graziella Ceresa, PhD, Email: drs.ceresa@gmail.it, Psicoanalista Junghiano,
Counselor Filosofico

Abstract:

In quanto psicoanalista junghiano e counselor filosofico sono convinta dell'importanza di coniugare sapere e sentimento con le persone che accollo in studio.

Un sentimento ed un'emozione, non una sensazione, che è un qualcosa di volatile ed estrinseco.

Un sapere non come epistemologia della clinica, quando è conoscenza certa della scienza e vede, come la medicina, solo oggetti parziali.

Un sapere ermeneutico, che implica una continua interpretazione della persona e dell'esistenza umana nella sua interezza.



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Un ascolto di grande attenzione, un ascolto attivo per immergersi con la concentrazione sino a cogliere il senso profondo dell'altro.

Un ascolto empatico senza pregiudizi personali, in un silenzio non passivo ma ricco di metacomunicazione, per dare spazio all'esprimersi e promuovere il processo conoscitivo senza influenzare; un domandare senza colludere, assumendo la funzione dell'Io Ausiliario che si affianca ma non agisce per l'altro.

Un'alta attenzione ad una dialettica vulnerabile nel paziente, il chiasmo tra sentire ed essere sentiti, per accogliere e far comprendere di essere accolto.

Il sapere psicoanalitico è l'arte dell'incontro e del dialogo, unito a rigore deontologico e competenze specialiste forti ma non rigide: l'umanismo è nello psicanalista lo strumento principale nel percorso di riconoscimento esistenziale e di individuazione del paziente, infatti si parla di neo-umanismo.

La filosofia è Conoscere Acquisire Comprendere, è attività spirituale autonoma, è indagine sul senso della esistenza e del mondo, è etica nell'attenzione all'intera persona, è Unamismo come lo definisce Heidegger "meditare e curarsi che l'uomo sia umano e non non-umano".

La psicologia clinica ha necessità del sapere umanistico per non limitarsi a dati tecnici, a test la cui elaborazione è ridotta a schemi meccanici interpretativi, per non circoscrivere la persona al suo sintomo, inserito in uno schema prefigurato di sintomi, che appare come uno stigma.

Occorre una rielaborazione umanistica, etica, antropica per divenire una autentica relazione d'aiuto, in cui la componente etica sia assunta dalla psicologia come una via privilegiata per ascolto, comprensione, interpretazione e terapia.

Biography

Silvana Graziella Ceresa, laureata in filosofia e successivamente in psicologia, è psicoanalista junghiano e psicoterapeuta, socio analista ARPA (Associazione per la ricerca in Psicologia Analitica), membro IAAP (International Association for Analytical Psychology) ed IAGP (International Association Group Psychotherapy), vice presidente di Gajap (Groups Analytical association for intercultural research on Jungian Psychology), membro del direttivo di Ariete (associazione italiana di psicosocioanalisi), già Giudice onorario presso il Tribunale dei minorenni di Torino e Valle d'Aosta e Supervisore presso lo Jung Institut di Zurigo. Docente in scuole di Specializzazione in Psicoterapia e in Master di consulenza.

Opera sia in ambito clinico nel proprio studio in Torino, con particolare attenzione al disagio femminile, sia in azienda con consulenze manageriali e consulenza al ruolo.

Ha partecipato a congressi nazionali ed internazionali con l'edizione delle relazioni ed è autore di molte pubblicazioni, l'ultimo "Utero in anima" (Lithos, Roma, 2018) sulla gravidanza surrogata che ha acceso dibattiti e pubblicazione di risposte. Website:

www.silvanagceresa.it



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The Impact of Humanities on Student Success

Towella Ngambi, PhD candidate and CPsychol, SFHEA, QTLS, Principal Lecturer, the Institute of Foundation Studies, Arden University, UK

Abstract:

There has been a general shift towards technological and scientific subjects worldwide and general focus towards STEM subjects within student curriculums. This is in the hope of preparing graduates for the future and in developing attributes in them which might help in shaping and solving world problems. This shift towards STEM (Science, Technology, Engineering and Mathematics) subjects has had an impact on Humanity subjects. Funding has dwindled for Arts, human sciences, and humanities. The Humanities are however needed more than ever, and this has become even more highlighted during this world pandemic. It is Science which has brought forward the vaccines but its Anthropology which has helped us understand cultures and why people might or might not support each other. The Humanities help us to become true global citizens, they produce communication skills in our students, bring about problem solving, creativity and critical thinking skills. It is Humanity subjects which help us to understand the impact of science on technology and its Humanities which help produce well rounded academics and students. This has to have an impact on student success as this creates a more rounded education.

The Impact of the Humanities’ Teacher on Special Education Needs and Disabilities (SEND) Refugees

Dilma de Araujo, BA, MA, PhD candidate and Associate Lecturer, Arden University

Abstract:

"As society grows and evolves humanities graduates could help to fill the gaps technology cannot replace" (Jeesun Jung, 2013)

As a Humanities teacher working in inclusive education, I actively critical reflect and write about important subject related with social factors and events. In 2021, I was invited to submit a paper based on the topic “Refugees, Education and Teaching practices”. This study revealed that English language and consequently English teachers play a crucial role as the integration element into the social and education life of refugees in the UK. Hence, English teachers can help to pave the way of success in several areas, becoming inclusion and diversity ‘keepers’ supporting in the disability assessments or as way to communicate and vindicate civil and legal rights, benefits or additional funds for refugees’ students with disabilities. This academic paper serves now as motivator factor to participate in the virtual conference about ‘The Role of the Humanities in Higher Education’ organized by International University for Peace (UPEACE), Rome, Italy. Therefore, embracing by the



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passion to teach in HE and support others, essentially the most vulnerable and disadvantaged in our society and followed by need to generate culture capital, I will present a comprehensive guide for faculty members emerged as a ‘handbook’ for many scholars and academic institutions aiming to improve the experiences of refugee students in higher education system. Therefore, it becomes important to address emerging issues, generating innovative ways to support refugee students with disabilities in education through the teaching of English and linguistic skills. Thus, it discusses how teachers can improve educational best practices, seeking to improve the experiences of refugee students in higher education settings. Additionally, I will focus on the inclusive education based on concerns and response to diversity and equality patterns in order to enhance higher education experiences of refugees’ students with disabilities, involving two main headings: Teaching and learning approaches involving best practices - teachers as inclusion and diversity (SKC) and digital humanities.

Biography

Dilma is a specialist in education inclusive policies, disabilities and gender issues. During her more than 10 years’ experience in teaching and learning methods and techniques, her work focused on the development of academic studies in the areas of education psychology, business, finance and inclusive management and leadership practices for women and vulnerable communities. She has worked in several educational institutions, developing, assessing and evaluating teaching and learning practices in the UK. Her main inspiration to foster research analysis is enhance inclusion, diversity and equality patterns.

An Interdisciplinary Migration: About Iranian STEM Students Departure Movement to Humanities and Social Sciences

Mohammad Hossein Badamchi, PhD, Email: Badamchi@iscs.ac.ir, Assistant Professor of Science and Technology Studies, Institute for Social and Cultural Studies, Iran

Abstract:

Partitioning STEM disciplines and humanities more than a just separation of distinct academic districts, is representing a social gap which Habermas named “System and Life-world” and Higher Education reproduce it in culture, knowledge, society and politics. This social gap is more resembling to a bulky wall in developing countries like Iran, because of modernization emphasize on specialization and STEM’s main role in development and colonialization of the traditional lifeworld which pushes humanities to subsidiary peripheral section of central industrialization operations.

But despite the supremacy of STEM disciplines in Iranian higher education, we can see a not-massive, but important and effective counter-hegemonic movement in graduate students



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of the most prestigious STEM departments who decide to leave their STEM education and their anticipated elite career in government and companies to begin a new round in education, or continue the post-graduation level in humanities (includes the Humanities, philosophy, social sciences, administration and business, arts, religious studies and so on). In this qualitative study after presenting a brief description of supremacy of STEM discipline over humanities in Iranian Higher Education construction, we follow two micro and macro steps to primarily understand the characteristic of various types in these academic immigrants and secondly find implications of their movement in the macro system-life world construction. By interview with 40 elite students who had abandoned STEM under graduation to study in the Humanities between 2000 and 2010, we find five main types among them: Runaways, Ambitions, Profit-Seekers, Self-Explorers, Radical Revolutionaries and Reformists, who despite their divergent motivations, altogether their actions imply deep critics about what according to Herbert Marcuse could be called “One-dimensional higher education”. Despite the Habermasian ideal balance of system-life world in western countries, it seems that such STEM-humanities dichotomy couldn’t explain the problem of one-dimensional higher education and interdisciplinary migrations, and instead we need STS approaches to reconstruct the human-technology relations in developing countries like Iran.

Iranian Thinkers ‘Approach to Interdisciplinary Methods in Higher Education

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Abstract:

As a matter of fact, there is no need to discuss the importance of methodology and necessity of following a method in the Humanities. Modern sciences have been shaped by new methods. It seems that positivism for some decades and based on rapid developments has become dominant in all spheres of sciences. But there were needs to integrate methods due to shortcomings of positivism. So, we witness appearance of new integrated methods in humanities too. Iranian thinkers have become familiar with modern methods and humanities and confronted with problems as well. They came to know social problems and matters related to society of Iran. Traditional researchers usually reject every modern scientific method. They reject new methods and hold that the old one is sufficient. According to them the new humanities are based on materialism and humanism. so they do not care about religious tradition and tenets too. They restrict themselves to traditional sciences and have an exclusive approach toward other cultures. The other approach was acceptance of modern humanities. They agreed with modern methods and considered it as only solution in the way of exalting sciences. They considered development of their society related to modernism at all. Some of them even rejected all traditional methods and achievements totally. It might be proposed that third group came to a syncretic and inclusive method regarding modernity and modern sciences. It led to interdisciplinary methods and integrated approaches as well. Now a



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days Iran's culture experiences application of a variety of approaches in atmosphere of sciences. The essay aims to proposes Iranian encounter with modernism and modern approaches towards sciences.

The Neglect of History in Nigerian Tertiary Institutions: A Reflection and the Way Forward for Nation-Building

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Abstract:

History as an academic discipline and an arena for preserving public records has suffered setbacks due to the belief which has taken roots in the government circle that the teaching of history in our institutions of learning in the present era of globalization and changing technology is valueless. Without showing the nexus with development, history becomes criticized as one of the most irrelevant disciplines in the Humanities. It will be pertinent to state that there is no area of study in the world that has no history. Based on the above, the focus of this paper is to point to the necessity of shifting emphasis to the preservation of history among Nigerian tertiary institutions by promoting interest in History for nation-building. With the recent pronouncement of the reintroduction of history at the high schools' level, it has become a duty of historians to reposition the discipline. This paper will adopt a qualitative research methodology, using content analysis to expose the challenges of history as a discipline in the humanities and proffer way forward for nation-building. The scope of this study will be limited to tertiary institutions in the capital city, of Abuja. At the end of this research, viable strategies on how historians can shift emphases from the empirical data collection as the sole preoccupation of the historians to the contemporary issues that could address self-employment and self-reliance and several other things. These may include such issues as indigenous creativity and ideas, public histories, craft workers, entrepreneurs, and local cultivators.

Biography

Ugonna Obi-Emeruwa is a Doctoral student with the University of Abuja, Nigeria. He is a Climate and Gender Equality advocate. An expert in Peace & security, Conflict, Migration, Development and negotiating roles of civil society organizations in a society. Ugonna is a GRO-GEST 2021 Fellow at the University of Iceland, whose research interests covers Hegemonic Masculinities, Civil society, History, and conflict management. For the past ten years, Ugonna has engaged in series of research, one of which is on the IPS International Journal "*Holding Nigeria to Ransom*" which was hinged on the challenges of kidnapping in the North-East, Nigeria. He has also researched on Electioneering and Conflict management in Nigeria: its impact on Gender Equality, 2015- 2019. He is a dexterous individual, pays cogent attention to details, a good team player and a communicator.



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The Role of History in the Education of Citizens

Dion C. Smythe, MA, PhD, FRGS, Independent Scholar, UK

Abstract:

‘Fake news’. ‘Alternative facts’. Whilst these terms owe their origin to political discourse in the United States of America, in post-Brexit Britain it is a truth universally acknowledged that the fallacy that Honourable Members never lie in the House of Commons is indeed just that: a lie. The tradition of long-standing that should a member of parliament be discovered to have lied to the House, then it was a matter of honour for that member to take the Chiltern Hundreds and resign. The administration of the American-born De Pfeffel Johnston shows that this principle of the British Constitution is now void. In the eighteenth and nineteenth centuries the news cycles, driven by newsprint and the speed of the stagecoach and then the railways as they spread, operated on a timescale of weeks, increasing in velocity as the eighteenth century came to an end and the twentieth century dawned to daily updates. In the first quarter of the twenty-first century, with new technology such as smart phones and hand-held tablets coupled with social media platforms [each apparently favoured by distinct generations] and the increasing primacy of the traditional newspapers on-line presence as their main source of dissemination and income streams, the news cycles are constantly updated and change on at least an hourly basis. Yesterday’s news is at one with ancient history.

The central aspect to this paper is the response to Naomi Wolf’s publication of her book, *Outrages: Sex Censorship and the Criminalisation of Love*, based on her DPhil thesis for the University of Oxford and the associated publicity gained in a number of press and radio interviews. Her thesis centred on John Addington Symonds and his letters to fellow poet Walt Whitman. She dealt with two legal cases in 1859 and 1860 where the verdict recorded was ‘death recorded’. Dr Wolf took this to mean that the defendants were executed. Other historians presented the opinion that the verdict ‘death recorded’ did not mean execution. There are several aspects to this narrative. As a DPhil candidate in history, Dr Wolf should have been certain that what appears to modern ears to be ‘death’ and the carrying out of judicial execution was indeed that. That is one part. Dr Sweet pointing out the error in her interpretation (which seriously damaged her whole thesis argument) is another. Dr Sweet could and indeed perhaps should have pointed out this error in interpretation to Dr Wolf in private beforehand rather than using it in the public forum of a BBC Radio 3 discussion programme *Free Thinking*. The next component is the ‘trial by twitter mob’ that followed, which is such a common part of modern public discourse.

These three elements are not inevitable and are not necessarily tied one to another. However, my point is that we as historian practitioners need to discuss and evaluate what happened in this specific case and establish how we as historians and human beings should respond in



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such situations. From my discussion of this particular episode, it is possible I think to draw out six aspects of ‘critical thinking’ that it is increasingly necessary to forefront in public discourse and education at all levels as it is vitally important that all citizens are aware of these considerations, know how to use them and indeed do use them when faced with the multifarious ‘news bites’ thrown at us all at greater and greater speed through all the social media and news outlets. Most of the intellectual disciplines have versions of these tools: ‘data verification’ and ‘data validation’ to computer scientists; ‘*autoritas*’, ‘footnotes’ and ‘sources’ to historians. Reading a news headline and the brief article that follows (and it should be noted that often the headline is ‘click-bait’ and has little if nothing to do with the story that follows and can indeed be the opposite), requires citizen-voters to ask themselves questions. Does the author of the item provide evidence to support the claims made? Are there clear sources given for those claims? (The more extreme the claims the more detailed and exact the source citations need to be.) Does the author and the vehicle of the item have reputations they would wish to preserve as ‘reputable’? Is the style excessively rhetorical seeking to conceal the biases of the author? And yes, we all have biases of one sort or another; it is important to check our own biases to counter ‘confirmation bias’. Academic disciplines within the humanities all teach and seek to inculcate variations of these aspects of ‘reading’ to get closer to the ‘truth’. We have discussions about what we mean by ‘the truth’, and indeed may disagree about the criteria we use to establish whether we have arrived there but at the same time we are all attempting to do the same thing.

Philosophy of Technology for the Humanities: the Importance of Robot and Automation Ethics

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Abstract:

This paper will examine the key place of robot and automation ethics in teaching courses to students in the Humanities. It will be argued that some of the challenges in this work are different from those encountered in teaching these same topics to STEM students. Whereas, in the case of STEM students, there can be a pedagogical need to stress the fundamental character of ethical questions, in the case of the humanities students there is a converse challenge: to show and develop the importance of science and technology in the 21st century world, including their impact upon the Humanities themselves.

The author will draw upon years of experience in teaching philosophy of technology to students in the humanities, in STEM, as well as in data studies and architecture, to draw out some pedagogical and theoretical techniques which will be presented as optimal in this educational endeavour. In particular, the use of Socratic Method as a technique for encouraging student logical thinking and exchanges will be examined. Furthermore, the place



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of a broadly pragmatist conception of technology will be shown to be a useful bridge between STEM and the Humanities.

Robot and automation ethics will be examined as case studies, drawing upon the tradition of casuistical analysis. Getting humanities students to see the fundamental value of such ethical questions will at once require a conception of technology as urgent and comprehensive in social effect, as well as encouraging them to reflect upon their personal futures, as well as the future development of our world.

Teaching Sustainability through a Self-reflection on Daily Urban Living

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Abstract:

Sustainability can serve as a bridge connecting various disciplines as it provides an area for collaborative working amongst groups of scholars. Sustainable urban living is being seen as a creative and lucrative way forward, providing ways of living with and managing the current societal challenges. This paper will present a pedagogical activity done by a group of business students in the first year of their undergraduate study, of observing their lifestyle in a qualitative way over a few weeks of living in London. The main factors of sustainable living observed were food, water, transportation, shopping, waste disposal, and safety, to name some of them. The aim of the activity was to make students from an international background assess the sustainability factor of their lifestyle in London and link it to the broader concept of cities providing sustainable living. This concept is one of the 17 goals of the United Nations Sustainable Development Goals to be realised by 2030. Among the outcomes of the activity, one of them was the local nature of sustainability; assessing it by post code or borough was more accurate than a general overview for the city of London. Another feature noted was that city life may offer better amenities and opportunities, but it may be low on social factors such as happiness. A notable pedagogical outcome was the submission rate of this assignment of 100% and the overall low similarity score on Turnitin compared to other class assignments.



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Teaching Critical Thinking through the Humanities: Two Cases Studies from Arden’s Academic Skills Team

Samuel Aylett (He/Him), PhD, Arden University, DE (Berlin), The Open University, UK
Hazel Bowley (She/They), Arden University, UK

Abstract:

As a ‘non-traditional’ university serving a diverse cohort of students from across the UK and internationally, Arden employs Academic Skills Tutors to support students in developing their academic literacies. This paper presents a case study of two critical thinking workshops, which demonstrate how we have drawn on our backgrounds in the Humanities - History and War Studies respectively - in helping learners to develop their critical thinking. Hazel’s case study involves critical analysis of audio-visual source materials including propaganda posters, tweets and music videos, as a platform for contextualisation and exploration of meaning. Sam’s case study is of a session that uses oral histories of former enslaved African-Americans at the turn of the 20th century, as a method to work through notions of trust. Our theoretical approach is informed by critical pedagogy, and builds on the work of Vygotsky's (1978) and Lave and Wenger (1991) in modelling and supporting the practice of critical thinking, moving from the theoretical to the practical. We understand the Humanities as the study of the human experience, and in presenting these case studies, we will argue that the Humanities is well placed to encourage students of all levels to recognise, harness and implement their existing literacies, visual or otherwise, and to leverage pre-existing heuristic capabilities in understanding abstract concepts like critical thinking. We will take each case study in turn, offering reflections on our rationale and delivery, as well as some anecdotal feedback on the two experiences. Ultimately, we aim to provide some actionable examples of how to make the most of the humanities and to champion their place in vocational and business-oriented programmes.

Re-Thinking The Role Of Christian Religious Education (C.R.E) in Kenya’s Education Curriculum As A Tool For Moral Formation.

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Koitaleel Samoei University College, Kenya.

Abstract:

The battle against COVID-19 has extensively disrupted school programs in many countries worldwide. Kenya’s case has not been different bearing in mind the many cases of teenage



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pregnancies for girls between 10-19 years blamed on idleness and poverty among other reasons. Between January and May 2020, Kenya Health Information System reported that a total of 151,433 teenage pregnancies (Kahurani,2020). More than 28 girls on average became pregnant daily in Machakos County during the same period. According to Machakos children officer; 3,964 teenage girls in the county had become pregnant between January and May (Maundu,2020). The cases peaked in May 2020 signalling a change in previous statistics. The patterns of behaviour among the youth during the period of disruption reveal the level of morality at an all-time low generating fear that this points to a bigger crisis. During difficult times such as these, it was so easy to apportion blame either on the parents or the education system. Even as blame games take centre stage, the crisis has far-reaching effects on the future of the children. Teenage pregnancies lead to massive school dropouts, limiting girl's opportunities for future employment. The moral dilemma that this presents us is that as stakeholders, there is need to re-think about the role of education system in inculcating morality. How has the teaching of Christian Religious Education (CRE) impacted on the lives of the learners? Is C.R.E still a tool for instilling good manners and ethical behaviour? Can a conclusion be drawn that the mode of delivery has failed or perhaps this subject has lost meaning to STEM? Respondents will participate in one-one interviews to generate information. Responses will be analysed using interpretative phenomenological analysis (IPA). Each interview will be recorded and transcribed. Grounded theory will be used to identify themes from each interview question.

What Does Being a Person/Human Mean in Higher Education? The Significance of Narrative Therapy and Storytelling in the Humanities.

Rose McArthur, MA, Lecturer at Arden University, UK

Abstract:

It can be argued that the purpose of Higher Education has shifted from a liberal philosophical approach of offering students the opportunity of a broad, multi-disciplinary educational curriculum which promotes critical thinking, objective knowledge and independent institutions to an economic and politically motivated purpose of responding to competitive global markets requiring specific skills for graduate employability. Traditionally higher education was tasked with research and learning and uncovering unbiased 'truths' and students pursued knowledge according to an educational ideal concentrated on cultivating the individuality of the human being. However, driven by market forces and specialisation higher education has shifted focus away from development of the individual to collective economic and employability outcomes. The challenges present in these social and cultural shifts deprive students of the 'heart' of education, the person/student at the centre, embodied in the Humanities. In response to the change this paper will explore the role of storytelling in



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Higher Education to mitigate the educational prerogative to fulfil economic and employability imperatives and to acknowledge the uniqueness of the student. Oral storytelling has been a significant means of communication throughout history and into modern times, conveying a variety of messages to listeners. Stories pass on wisdom, historical events, traditions, folklores and moral codes of conduct within communities. Stories generate a sense of belonging, providing meaning, purpose and coherence to people's lives. Narrative Therapy suggests stories help individuals to navigate and make sense of their complex postmodern lives with its multiplicity of possible truths and choices, providing a means of organising their subjective, multifaceted realities. The Social Constructivist Approach postulates that meaning is developed during interaction with others and is a collaborative process facilitated via the frameworks of language and culture. Storytelling as an individual and sharing communicative process will be explored as a process for students to develop and deepen personal insight, increase motivation, create collaborative spaces, and encourage critical, holistic thinking and most importantly, to be heard.

Biographies

Hazel Bowley: From a working-class family Hazel loved learning but struggled with school. At university they found themselves as the only woman on their War Studies course, somehow managing to navigate social and professional environments that were still evidently masculine structures. Hazel was drawn to subjects that explored victimhood, focusing on gender and unethical practices in warfare before transitioning to education. Having witnessed that 'academic skills' is less about referencing and commas, rather more about equipping students with the skills required to navigate structures previously unknown to them, she tries to support students in becoming informed critical thinkers.

Samuel Aylett: Sam was born and raised in Lincolnshire, before moving to North Wales. The first in his immediate family to go to university, he was encouraged in his passion for history. At university in London, Sam took a particular interest in gender and postcolonial histories; eager to understand how power structures and imperialism have shaped our world. He believes that how we make sense of who we are is cardinal to building an equitable society. Sam recognises his privilege. Born into a middle-class family, having had the resources to immerse himself in his education, he seeks to help others where he can by supporting students to become critically conscious through their education.



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Using Technology to Support Discussion for the Humanities online Teaching Environments: A Review

Stefan Overton, PhD candidate and Senior Lecturer and Programmer Leader, the Institute of Foundation Studies, Arden University, UK

Abstract

The recent Covid-19 pandemic has required a shift in teaching for all levels of education. This paper will discuss the use of technology to support discussion for HE learners. It will review the use of online engagement and participation so students' voices can be heard.

The use of collaborative activities is seen as some of the best ways to engage learners and provide them with opportunities to discuss and express themselves on a topic (Leiba and Gafni, 2021; Oncu and Bichelmeyer, 2021). The move to a distance learning mode of education to support social distancing was required but the impacts of the socio-cultural aspects from participating in distance education are yet to be seen (Selwyn et al., 2020). The humanities are seen as a subject where engagement is necessary to create discussion. Creating activities that require a collaborative approach such as group tasks will require students to engage in positive discussion (Colasante, Oboler, Walsh and Civitella, 2018). With topics in the humanities being open-ended it is necessary to involve students through active learning (Wenting Li, Karahalios and Sundaram, 2020). The utilisation of online whiteboards, case studies and breakout rooms are all potential methods that could engage learners.

Henderson, Selwyn & Aston (2017) suggests that digital technologies can support students with collaboration as they have access to various apps and social media so to be able to communicate outside of the classroom. Oncu and Bichelmeyer (2021) supports this by stating collaborative practices scored highest when surveying community college students. Their data suggests that teachers should strive to use collaborative activities to encourage engagement. It is through this collaborative approach that critical thinking can be applied to subjects such as ethics, philosophy, and law (Edwards and Ritchie, 2022). The need for 'soft skills' is required from all so to be able to engage in meaningful discussion on topics similar to that above. Having a supportive structure and an open forum will create a positive environment where learners are happy to engage (Ikoye, and Sheik, 2021). Interactions online can still pose difficulties as connectivity issues can be a new issue for tutors (Leiba and Gafni, 2021). This paper will discuss the positive and negatives of technology to support participation in the humanities with the use of technology.