



UNIVERSITY Ss. CYRIL AND METHODIUS, SKOPJE
FACULTY OF PHILOSOPHY

BOOK OF ABSTRACTS

INTERNATIONAL WEEK

**INNOVATION IN HUMANITIES
AND SOCIAL SCIENCES**

17 - 21 FEBRUARY 2020, SKOPJE



Republic of North Macedonia
Ministry of Culture



Republic of North Macedonia
Ministry of Labor
and Social Policy



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IN HUMANITIES AND
SOCIAL SCIENCES

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FOREWORD

The International Week at the Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje is an annual event that aims to represent an open learning and exchange platform of ideas and critical discussions between students, professors, researchers as well as professionals, related to the current topics in the field of humanities and social sciences. This interdisciplinary event also serves as a forum to discuss ideas among participants for joint international research projects.

The 2020 International Week is organized under the theme of “Innovation in Humanities and Social Science”. The surge in the use of the concept of “innovation”, as well as the increase of the available public financial resources offered for its application, has triggered our scientific scepticism and urged us to systematically engage in exploration of discourses and representations of this concept. In addition, the dominance of the natural sciences, as well as the technological aspect of innovation and their indisputable contribution to the development of societies, imposed the imperative to examine more comprehensively the role of the humanities and social sciences and their place in the creation of innovative ideas.

Contributions to the International Week 2020 and to this book of abstracts represent an interdisciplinary exploration of the varieties of approaches, meanings and undertakings of innovation in humanities and social sciences. The selected twenty-three contributions come from a number of scientific disciplines, including: science studies, history, philosophy, psychology, gender studies, education and pedagogy, history of art and archaeology, sociology, classical studies, social work, special education, security studies, literature and music.

We hope that this book of abstracts as well as the lectures and discussion at the International Week 2020 at the Faculty of Philosophy in Skopje will trigger a wider research and scientific interest and exploration of the ‘innovation’ in humanities and social sciences, which will hopefully lead towards more critically-oriented, just, inclusive and ethical innovations in the future.

Faculty of Philosophy

Ss. Cyril and Methodius University, Skopje

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Benoit Godin

Institut national de la recherche scientifique Montreal, Canada

“Innovation Theology”

Abstract

This talk documents what the concept of innovation owes to religion or theology. Going back to the English Reformation, a key moment when the concept entered our everyday vocabulary – with a negative meaning – I unearth the concepts that defined innovation at that time, then examine the residues of the then-conception that survive in our modern and hyperbolic concept of innovation.

Apostolos Spanos

Department of Religion, Philosophy and History, University of Agder, Norway

“Innovation as a mode of historical existence”

Abstract

Innovation has been approached and defined in various ways, mainly as a result or a process. In this paper, I am approaching it as a historical phenomenon, more concretely as a mode of historical existence. My approach is based on the thesis that innovation is a precondition not only for development but in some cases for survival, in other words it is often impossible for a historical entity to survive long without innovating.

History is the in-time relation and interaction between the human being and its environment, both animate and inanimate. This relation may be better studied, if we focus on two perpetual efforts of the human being: to accumulate knowledge and transform this knowledge into technology, both material and immaterial (examples of immaterial technology may be written and unwritten law, religious systems, ethical codes, social norms, cultural values etc.). Both these efforts are in what Aristotle would call *aei kinesis*, which means endless movement, which (in modern historical terms) includes past, present and future.

This *kinesis* is better understood historically if we approach it as the result of a constant dialogue between past and future that takes place in any given present, a dialogue between what Reinhard Koselleck has coined as “space of experience” and “horizon of expectation”.

For any historical entity, there are three possible modes of historical *kinesis*, in other words modes of historical existence: inertial *kinesis*, change and innovation. The difference between inertial *kinesis* and innovation is temporal, the difference between change and innovation ontological. Furthermore, inertial *kinesis* and alteration may co-exist (in fact, change is a lot of times exactly inertial *kinesis*), but innovation cannot coexist with any of them.

Approached this way, innovation as a historical phenomenon could be defined as: (a) The ontological alteration of the relevant historical entity in its *kinesis* from any given past to the relevant future; or (b) the acceleration of the velocity of the relevant historical entity in its *kinesis* from any given past to its respective future. This acceleration is measured in relation to natural time and the velocity of relevant historical units.

In the paper, I will present the three modes of historical *kinesis*, and then I will focus on innovation to analyse it as ontological alteration and as acceleration. To analyse it, I will employ Koselleck's theory on space of experience and horizon of expectation and Philip Zimbardo and John Boyd's theory on time perspectives (see R. Koselleck Reinhart, *Futures Past: On the Semantics of Historical Time*, Transl. Keith Tribe, New York: Columbia University Press 2004, pp. 255–276 and Ph. Zimbardo & J. Boyd, *The Time Paradox*, London: Rider 2010, pp. 29–69).

Petar Bojanić

Institute for Philosophy and Social Theory, University of Belgrade, Serbia

“On Invention and Innovation: Is Philosophy Guardian of the “New”?”

Abstract

My intention is to determine what is “new” and what is “change” within the context of institutions and institutionalism as well as within “the institution of philosophy.” If philosophy is the institution that institutionalizes other knowledge regimes and action protocols, it would behoove use to examine the origin of this entirely uncertain capacity allowing for “change” and transforming “the old” into “the new.” I am, further, interested in the role of the “leader” who brings something new, “the new” as a social phenomenon (a social fact or social act), and the discovery of “the new” within the project and the future.

Dinka Čorkalo Biruški

*Department of Psychology, Faculty of Humanities and Social Sciences,
University of Zagreb, Croatia*

“Do we need an innovative approach to minority education: where we stand, what are the future challenges?”

Abstract

Multiethnicity is reality of most of the countries in the world. Hence, one of the biggest challenges the modern societies are faced with is in managing successfully variety of ethnic, religious, cultural and other differences of their citizens in order to ensure that social policies applied may serve as a social glue and enable societies to be well integrated and functional. Multiculturalism and assimilationism are the most prominent social strategies for managing differences in multiethnic and multicultural societies. Although they are aimed to provide a comprehensive strategy for social integration; however, they social function for majority and minority is quite different. While multicultural policies facilitate that minority groups may keep and preserve their cultural specificities, assimilationist policies endorse cultural universalism of a dominant majority group and encourage minority groups to adopt it and to adjust to the majority culture. In that sense majority may perceive multiculturalism as a threat to their identity and dominant position in the society. As a consequence, majority is usually less open to multiculturalism than minority and the opposite is true for assimilationism.

One key example of social policy where majority and minority may take a different position is minority education. Having in mind that education organized within a formal system of schooling is not aimed only to ensure transmission of knowledge, but also to serve as a basic tool for transmitting societal values and norms to the youth, it is obvious that the school system is important in transmitting and preserving national values, language, culture and identity of a particular nation-state. In this respect education has an integrative role in society, enabling the society and the state to reproduce itself. Hence, minority education apart from the majority may be seen as a challenge to social integration. This issue is especially relevant and hotly debated in many post-communist countries that experienced dramatic changes, some of them even ethnic violence, in the process of building and developing their new societies.

In my talk I will consider educational rights of national minorities as an indicator of social commitment towards multiculturalism and rejection of assimilationism and concentrate on the results of our recent study looking at the relationship between minority education, attitudes toward multiculturalism and assimilationism and interethnic relations in four multiethnic communities in Croatia. The study has been conducted on the majority (Croats) adolescents and their minority peers who exercise their right to schooling in their mother tongue (Czechs, Hungarians, Serbs and Italians) and their parents. The results revealed that the preferences of minority education models are (slightly) related to attitudes toward multiculturalism and assimilationism, but also that group status (minority or majority) and multiethnic context in which the study has been conducted are important determinants of atti-

tudes towards multiculturalism and assimilationism. I will discuss additional models of education of majority and minorities that may open additional promising ways for developing more integrated and functional multiethnic communities.

Anne-Charlott Callerstig

*Örebro University, Centre for Feminist Social Studies (CFS),
School of Humanities, Education and Social Sciences, Örebro, Sweden*

“Gender and inclusive innovation or the I, we and them in innovation processes”

Abstract

How are innovation processes gendered? In recent years there has been a growing recognition of how services and products sometimes suite only some groups of users while excluding others. Noteworthy examples have been smart watches that does not function on dark skin, machine learning algorithms that makes women invisible or protective equipment that functions only for certain body types¹. All resulting in unintended consequences or malfunctions that have, at the best, been found to be annoying for the user and, at the worst, potentially cause serious harm. It has been discussed as problematic from both an equality and business perspective, as in creating privileges for certain groups while excluding others and as missed business opportunities. And vice versa, the positive effects from including and broadening the scope of concerns in innovation processes, have been highlighted to pose new ways to deal with the needs of currently marginalized groups in society. From a competitive corporate perspective, norm-awareness can increase the ability to develop innovations that suit not only today's users but also those of tomorrow. In both cases, underlying and often unconscious social norms about users, professions and businesses, shape how innovators act and think when working with innovation. The ability to detach oneself from such norms has been argued to contribute to more innovative processes, products and services.

In this lecture different aspects of the impact of gendered norms on, and for, innovation will be discussed based on a recent research project at Volvo Group in Sweden. When studying the development of innovations from a gender perspective it is central to pose two questions; by whom and for whom are innovations developed? The transport sector has traditionally been formed by men and for men. While today there is an increased interest to enhance the diversity both among the “innovators”, e.g. employees at Volvo Group and also among truck drivers, hindrances remain. Key obstacles centre around how trucks traditionally have been developed based on the male model driver, with excluding effects. Diversity in the work-place is often considered a driving force for innovation. However, diversity does not automatically lead to more norm-aware innovation;

¹ For more examples see Gendered Innovations web-site at Stanford University
<https://genderedinnovations.stanford.edu>

to increase diversity and promote inclusion, a change of workplace culture is often necessary, as many workplaces often have implicit norms about who is the “ideal” employee, innovator and user. In the presentation, the interactive approaches used to strengthen the organisational ability to reflect on (implicit) norms with regards to work-place culture and users will be presented and discussed.

Aidan Thompson

Jubilee Centre for Character and Virtues, University of Birmingham, UK

“The Call for Character”

Abstract

In the UK, predominately in England and Wales, there has been a resurgent call in education circles for a focus on character and character education in schools and other educational institutions. At the beginning of the last decade, this call was often framed around a ‘need’ for character development in schools as a ‘fix’ for social ills (see Riots Commission, 2011). The language of character appearing in policy, media, and educational conversations was used to highlight an absence of good character and virtue, or a call for a greater focus on character to improve grades, correct behaviours, and improve society. Where good character was noted as being absent from society, from education, and from schooling, so the media framing of character was to highlight schools and teachers for not doing their ‘jobs’ in building the character of students as part of preparation for employment. The need for young people to gain and build performance ‘skills’ such as resilience and confidence, and apply traits such as determination and self-discipline, have often been championed by politicians and policymakers, as well as educationalists, media, and others, as constituting good character, developed in schools, by schools. More recently, though, the language of character used in policy and media circles is framed more positively. The Department for Education (DfE) in England and Wales has moved to see character development as a good in itself, rather than a route for schools to pursue improved behaviour, attainment, or other outcomes. The treatment of character development as a good in itself, and the prioritisation of character education by DfE and by Ofsted (the UK government’s inspection agency), has moved the call for character away from being an additional task or requirement of schools to a focus that encourages teachers and school leaders to adopt a virtue-led approach to school life. Character is, now, used increasingly as a lens through which to view curriculum development, planning, staff training, and general school life, rather than as an additional demand on teachers who are already over-burdened and short on time.

The Jubilee Centre for Character and Virtues, since its launch in 2012, has applied a neo-Aristotelian conception of character to its research and development projects. Such an approach views character as constituted of the virtues, which are practised and habituated over time, that ‘produce specific moral emotions, inform motivation and guide conduct’ (JCCV, 2017: 2). Whilst the value that is placed on specific virtues is as individual as one’s ability to practise each virtue, the virtues themselves can be

categorised into a typology of virtue. An Aristotelian approach to defining character sees that typology as constituting of the intellectual, moral, civic, and performance virtues. Educational programmes and approaches can prioritise one of these 'building blocks of character' over others, but it is the development of the meta-virtue of phronesis which is required to necessitate wise judgement and deliberative action. The definitions, comprehension, and applicability to one's own life of these virtues can and should be cultivated in schools through creating a school ethos that values good character and embedding character within the curriculum. In turn, this will help students to see the benefit of actively and meaningfully developing their character, for individual betterment, and engagement with society around them. This presentation intends to use examples from the UK media where character (or its absence) has been highlighted to show the general move towards valuing character as a good in itself in educational terms. It will then seek to answer two big questions, 1) What is character? and 2) Can we teach character?, drawing on insights, findings, and impact of the Jubilee Centre over the past 8 years. It will conclude by considering the 'universality' of character and give examples of how and where good character development is valued in different countries and contexts.

Dominique Poulot

University Paris 1 Panthéon-Sorbonne

“Are the Heritage Studies an innovation or a challenge for the art history?”

Abstract

French theoretical approach of Heritage studies is deeply rooted in history: writers, curators, intellectuals, administrators have been particularly influential in its development. The series of upheavals brought by the French Revolution and Napoleon's Empire, the mark of vandalism and the reactions that those events provoked, notably the debates regarding the legitimacy (or illegitimacy) of museums, which stirred up political confrontations and conflicts over memory during the 19th and the 20th century, have left their imprint on French heritage (patrimoine).

The French historiography of collections had started with the beginnings of the “scholarly” art history in the first half of the 19th century and experienced a remarkable scientific development later on. The development of a French tradition in museum studies is subsequently linked to the early 20th century, through the works of writers, aesthetes and historians, but famous practitioners as well, revisited upon commemorations and celebrations (Quatremère de Quincy, Victor Hugo, Montalembert, Viollet-le-Duc, Maurice Barrès, Frédéric Mistral...). Various cultural movements fuelled these polemics, and thus, pervaded the patrimonial field – as Surrealism or Communism in the interwar period and Counterculture in the 1960s.

The term “patrimoine” appeared approximately with André Malraux’s Ministry of Cultural Affairs, but came into common use with the following generation, during the “Patrimoine years” (1980-2000). The notion coincided with the new institutional terms and conditions, such as the foundation of the Beaubourg Center, but intellectual ones as well – the emergence of a “new museology”, and the influence of the “French Theory” identified through several major authors of the social sciences and humanities.

The influence of French philosophy is, indeed, important in the field of museum studies and it seems to have been even crucial for some contemporary authors. Radical critique of what Laurajane Smith calls “the authorized discourse” in the contemporary movement of the Critical Heritage Studies resembles to the critique by French Marxist philosopher Louis Althusser of the “Ideological State Apparatuses”, named AIE, in the 1970’s. Furthermore, Tony Bennett imagines the concept of what he calls “the Exhibitionary Complex” from Michel Foucault’s books about knowledge and power, and elaborates his own sociology of culture from Pierre Bourdieu’s sociology.

Thus, reflection upon heritage fits into an intellectual context marked by the persistence of a figure of generalist “intellectuals”, and by the influence of reviews. In fact, *Les Temps Modernes*, *Le Débat*, *Traverses*, *Art Press*, *Commentaire*, *Revue des Deux Mondes*, *Médiologie*, *Hermès*, etc. often commented on the “grand works” of the Fifth Republic presidents about Heritage, Museums, and Culture, but went beyond the circumstantial nature of the exercise, and deepened their analysis into a real exercise of thinking anew about Heritage, beyond the frontiers of the academic art history.

Ruud Luijkx

Department of Sociology, Tilburg University, the Netherlands

Department of Sociology and Social Research, University of Trento, Italy

“Role of Infrastructures for the social sciences: EVS, SERISS and SSHOC”

Abstract

As a large-scale, cross-national and longitudinal social survey program, the European Values Study (EVS) provides insights into the ideas, beliefs, preferences, attitudes, values, and opinions of citizens all over Europe, unique in its combined focus on how Europeans think about life, family, work, religion, politics, and society. The first round of data collection was initiated in 1981, and every nine years, a representative sample of residents have been questioned in an increasing number of countries (47 European countries/regions in 2008). The fifth wave started in 2017 and is at this moment under completion.

The methodological standards of EVS increased over the waves. As part of the Horizon 2020 project Synergies for Europe’s Research Infrastructures in the Social

Sciences (SERISS), EVS took part in innovations in the field of translation and the implementation of web surveys. SERISS is a four-year project that aimed to strengthen and harmonize social science research across Europe involving, besides EVS, also the European Social Survey, the Survey on Health Aging and Retirement in Europe, the Generations and Gender Programme, the Consortium of European Social Science Data Archives and the Wage Indicator. The focus of SERISS was around three key themes: key challenges facing cross-national data collection, breaking down barriers between research infrastructures, and embracing the future of social sciences. My presentation will pay attention to the benefits of SERISS for the quality of the fifth wave of EVS.

In 2019, in the context of the European Open Science Cloud (EOSC) initiative five cluster projects started. One of them being the Social Sciences and Humanities Open Cloud (SSHOC) uniting 20 partner organizations, including EVS. The main goal is realizing the vision articulated by the European Commission in 2016: To offer researchers in the social sciences and humanities seamless access to a full and unified panorama of flexible, scalable, relevant data and the services, tools and training required to make optimal use of that data. The project aims a transition from the current segmented data landscape to a more integrated, cloud-based network of interconnected data infrastructures allowing scholars and researchers to access, process, analyze, enrich and compare data across the boundaries of individual repositories or institutions. SSH-specific challenges such as multi-linguality, data complexity, and secure access to sensitive data are addressed. I will peek in the future benefits of SSHOC for cross-national surveys such as EVS.

The data of the European Values Study are publicly available free of charge. A rich academic literature has accumulated around the original and consecutive surveys: more than 1600 publications are listed in the EVS Bibliography (see europeanvaluesstudy.eu)

Mark R. Ginsberg, Christan G. Coogle

*College of Education and Human Development,
George Mason University, USA*

“New Approaches and Current Issues in United States Education Policy and Practice”

Abstract

Education is the “engine of democracy” and, as former South African President Nelson Mandela has written it also is, “the most powerful weapon in which to change the world.” Providing the necessary resources so that all children can access high-quality education, and prepare for success in life, is a fundamental responsibility of every nation consistent with a resolution adopted by the United Nations.

Governments, including national legislatures and ministry's, regional councils and local authorities all formulate laws and associated policies that govern educational systems. Taken together, such directives constitute *education policies*. These influence significant educational issues underlying and determining the scope, quality, and operation of systems of education in every nation such as how education is conceived, how curricula are created, how resources are provided, how educators are prepared, and how schools are structured.

Today, there are an array of critical education policy issues that scholars study, advocates promote and policy makers consider. This brief presentation will provide an overview of current key, critical and prominent education and special education policies that are being considered and implemented in the United States. Research that informs their formulation and how such policies influence education practices in both the United States and international communities will be discussed.

André Simões

*Centre for Classical Studies, Faculty of Arts, University of Lisbon,
Portugal*

“Innovation and Classical Languages: the Classical revival in the Portuguese educational system”

Abstract

The westernmost country of continental Europe, Portugal, was also, for centuries, the westernmost territory where Latin was spoken, in the Roman Empire. The Latin variety that evolved from the debris of the Western Roman Empire, the language we know today as Portuguese, seasoned with Arabic and Germanic influences, became one the most spoken in the world – the third, if you count only European languages, the second, if we consider the Romance ones. We would expect that Classical Latin, our mother tongue, and its sister, Ancient Greek, would be cherished and promoted in our elementary (levels 1-9) and secondary schools (levels 10-12) – not to mention at University level. However, since the last quarter of the 20th century, Latin and Greek began a slow but apparently inevitable decline in the Portuguese educational system. At University level, Latin and Greek also suffered from a generalized neglect, and it is possible, today, to begin a Classical Philology course without any previous knowledge of Latin or Greek, both in Lisbon and Coimbra, the main universities that offer Classical Philology.

This decline has been at least partially stopped, in the last few years, and we can say that we are at the beginning of a new Classical revival, in the Portuguese educational system. In July 2012, a new optional subject for elementary schools was created: Introduction to Classical Cultures and Languages (ICLC, in Portuguese). This subject

is open to any student, and it covers mythology, Roman and Ancient Greek influences in daily modern life, and also the basics of Latin and Ancient Greek. Although there was some initial resistance, there are today hundreds of students all over the country, learning ICLC. At the University of Lisbon, Classical Studies are flourishing, after some very negative years. Also, almost all our optional subjects became popular among students from other degrees, like History or Literature, and quite often the problem is not to convince students to enrol in our classes, but to accommodate them in classrooms not prepared for such demand. Far from being perfect, this incipient revival gives us hope to see, in a near future, Latin and Greek being taught in most secondary schools, and not just a few, and a consistent flourishing at the University. In our conference, we will try to diagnose the reasons behind this revival, and also show some examples of the work currently carried out in elementary schools.

Kneginja Richter^{1,2,3}, Sigrid Zauter¹, Lukas Peter^{1,2}, Monika Feil¹, Robert Lehman¹, Richard Reindl¹

1. *Institute for Online Counselling, Faculty for Social Work, Technical University Nuremberg Georg Simon Ohm, Germany*
2. *University Clinic for Psychiatry and Psychotherapy, Paracelsus Medical University Nuremberg Germany*
3. *Faculty for Medical Sciences, University Goce Delcev, Stip, Nord Macedonia*

“Digital Social Work in big companies: Online Counselling of Shift worker with sleep Problems”

Abstract

The role of the social work in the departments for health prevention in big companies is to initiate and organise programs with the main goal of prevention and protection of the mental and physical health of the employees in companies, hospitals, police etc. About 25-30 % of the working population works in shifts, and from those working in shift, 30 % suffer from difficulties falling asleep and sleeping through the night, early morning awakening and daytime sleepiness which impairs the productivity, work safety and the ability to concentrate. Other possible consequences of shift work are cardiovascular diseases, diseases of the digestive tract, metabolic disorders such as diabetes, fatigue-related workplace accidents and an increased risk of breast cancer in women.

The project “Staying healthy in shift-work” (“Gesund bleiben im Schichtdienst”, GebiS) of the Institute for e-counselling at the Faculty for Social Work at the Technical University Nuremberg offers digital sleep counselling for highly vulnerable target groups. The project is carried out in cooperation with the sleep out-clinic of the university clinic for psychiatry and psychotherapy, Paracelsus Medical University,

Klinikum Nuremberg and Robert Bosch GmbH Company. The project is funded by the German Federal Ministry of Education and Research running from June 1, 2019 to May 28, 2023, and is aimed for shift workers who suffer from sleep disorders due to their working hours before 6 a.m. or after 10 p.m. (at least 7 times a month) or due to alternating shifts (2- or 3-shift systems). The project has several objectives: among shift workers the occurrence of sleep disorders is to be prevented, the health consequences of shift work are to be avoided and early use of sleep counselling is to be promoted. In addition, the research project will contribute to science by measuring the effect of online sleep consultation, also in contrast with face-to-face consultation, and by comparing objective and subjective data on sleep behaviour by using actimeter or smartwatches in comparison to the use of a sleep diary. The project aims to integrate the topic of health and shift work into occupational social counselling and health management. The second important aim is the qualification of social workers for online counselling of employees with sleep problems.

David Preece

*Centre for Education and Research, Faculty of Health,
Education and Society, University of Northampton, UK*

“Cross-disciplinary working in autism to promote positive outcomes”

Abstract

Successful cross-disciplinary working (directly with families and in interactions to address the needs of individuals and families) has long been identified as a vital component of effective programmes across education, public health and social care (Early and GlenMaye, 2000; MacKean *et al.*, 2005; Milbourne, 2005). Where families include children with special educational needs and/or disabilities (SEND), the importance of working in partnership is increased (Dempsey and Keen, 2008; Pelchat and Lefebvre, 2004).

Service providers and agencies are increasingly required to work in partnership with each other and with families: for example, in England and Wales, through the joint development of Education, Health and Care Plans for children with SEND (Department for Education, 2014).

The importance of effective, coordinated cross-disciplinary support is further heightened in the case of families that include children with autism. This is due to a number of factors, including:

- the elevated stress and anxiety that autism can cause within families (Bitsika and Sharpley, 2004)

- the ineffectiveness of typical parenting strategies (Matson *et al.*, 2009; Preece and Trajkovski, 2017)
 - professionals' lack of understanding regarding autism (Preece and Jordan, 2007; Rhoades *et al.*, 2007; Trajkovski and Jurtoski, 2016).
 - This paper draws upon my research over the past 15 years – and professional practice over an even longer period – to identify factors that contribute to successful cross-disciplinary working in autism, and which can support positive outcomes for individuals on the autism spectrum. These factors include
 - worker attributes, including their professional competence (Peeters and Jordan, 1999)
 - the development of meaningful partnerships, and working to a shared agenda levels (Lester *et al.*, 2008; Sloper, 2004)
 - supporting the individual and/or family to develop agency and self-efficacy (Preece and Almond, 2008; Turnbull *et al.*, 2014)
 - appropriate, individualised support (Russa *et al.*, 2015; Whitaker and Preece, 2013).
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Milan Lipovac

Faculty of Security studies, University of Belgrade, Serbia

“Innovative participatory research of urban security: Participatory focus group interviews”

Abstract

According to UN, 55% of the world's population (in Europe 74%) lives in urban areas generating 80% of global GDP. It is estimated that by 2050 more than two-thirds (68%) of the world's population will reside in the cities.² Under conditions of unprecedented urbanization on a global scale, cities are a peculiar social paradox. Urban areas drive innovation, consumption and investment worldwide, making them a positive and potent force for addressing sustainable economic growth, urban development, prosperity and security. But on the other hand, they represent places of serious security problems, such as crime, poverty, spatial segregation, social distance and alienation, environmental degradation, etc. Having that in mind over the last de-

² United Nations, Department of Economic and Social Affairs, Population Division (2019). *World Urbanization Prospects: The 2018 Revision (ST/ESA/SER.A/420)*. New York: United Nations.

cade urban security, has become increasingly important area of practical policy, and progressively important topic of academic research.³

One of the commonly used framework and project tool for dealing with different problems in the local environment, especially in urban areas is The Community Led Local Development (hereinafter: CLLD). In 2014 European Commission launched CLLD as a special framework and tool for all the projects (within Horizon 2020) for tackling the various problems in rural and in urban local community. So up to now, EU researchers and experts do have a great experience engaging within the CLLD and specific local community projects. ⁴ Based on good EU practice in implementing tools and mechanism for enhancing different aspects/dimensions of local community development and based on their own (primary) research experience, small research team from Faculty of Security studies (Belgrade) modified (and enhanced) CLLD combining it with Community-based participatory research and specific participatory research techniques. Based on this research experience, the participatory focus group interview (hereinafter: PFGI) proved to be one of the most fruitful research techniques.

Having that in mind, the aim of this paper is to highlight the main features, advantages and limitations of the PFGI shown in our urban security research projects thus far. Particular emphasis will be placed on complementing PFGI with other research techniques in tackling urban security issues in several studies that has been conducted in past 10-15 years in Serbian urban areas.

³ Lipovac, M. & Parausic, A. (2020). *Conceptual analysis of Urban security*. Working paper.

⁴ The European Commission has a long and impressive record in the implementation of CLLD in the area of rural and urban development. It has funded four rounds of LEADER since it started in 1991 as a small-scale Community Initiative with 217 partnerships. Since then the number of partnerships has multiplied by more than ten to 2.321 in the 2007-2013 period, with a total EU budget of EUR 5.500 million (EGESIF_18-033-00 page 10). And it is expected that this figure will exceed in the 2014-2020 (Horizon period).

Viktor Lilcic Adams

Faculty of Philosophy, Ss. Cyril and Methodius University, Skopje, North Macedonia

Martina Blečić Kavur

University of Primorska, Koper, Slovenia

Michele Angelaccio

University of Rome "Tor Vergata" - Italy

Dorothea Papathanasiou

NGO Artifactory-Athens, Greece

“Accessible and Digitalized Cultural Heritage”

Abstract

The Erasmus+ project “Accessible and Digitalized Cultural Heritage”, financed as part of the KA203 action – Strategic Partnership in higher education has been initiated as of December 2019. The project is coordinated by the Faculty of Philosophy at Ss. Cyril and Methodius University, Skopje, North Macedonia, and partners in the project are: University of Primorska, Koper, Slovenia; University of Rome “Tor Vergata”-Italy and the NGO Artifactory-Athens, Greece.

The project aims to create and share innovative practices in the digitalization of the cultural heritage and to promote its accessibility among the persons with disabilities. One of the project outputs is to generate a framework for creating new approaches for producing accessible online materials in the area of cultural heritage for persons with disabilities, new curricula for online courses, as well as new open educational resources (OER). The innovative value of the project lies in the accessibility of the OER and in developing increased compatibility with specific technology, easy connection with screen readers and voice-recognition software for visually impaired persons. Some of the artifacts that are interested for the wider population will be prepared on 3D printer and swell touch machine. The tangible outcome of this output is the operational OER, which will contribute to a higher level of social inclusion for the disadvantaged learners in different types of activities (blogs, webinars, on-line discussion forums etc.).

The project results are expected to be incorporated within the framework of the high education offered by the participating institutions. This would mean that once planning and implementation is completed, it becomes a regular part of HEI, but at the same time it will be open for use by other stakeholders, including: museums, galleries, schools, etc.

Davor Piskač

Faculty of Croatian studies, University of Zagreb, Croatia

“Literary bibliotherapy - the innovative approach to the literature reading”

Abstract

Bibliotherapy may be defined as a program of selected activity involving reading materials which is conducted under the guidance of a trained bibliotherapist. Literary bibliotherapy, as a modern version of the bibliotherapy, develops new method and approaches to the reading of the literary text. It uses the concept of the cognitive therapy which is based on the idea that the way we think about things affects how we feel emotionally, communicate with ourselves and others, and behave too. It is problem solving oriented and put the emphasis on the literary texts and aesthetic functions while observing so called MED Cycle.

Med Cycle is the core of the literary bibliotherapy, and it's *terminus technicus*. It is defined as a process of observing the mutual interference between thoughts, emotions and action presented in literary text. By analyzing and understanding it, the member of literary bibliotherapy group may be able to verbalize the problems from the very safe place (otherwise difficult to discuss because of fear, shame, or guilt) and to understand his own physiological reaction to the certain thinking patterns. Such achievement is possible because group do not talk about the personal problems, but observed problems of the literary character. In reality, always when people discuss or comment the others, or ourselves they reveal personal state or opinion. It is rather sensitive task so often people choose to be selectively truthful and honest. However, when we talk about literary character, we feel much more free and courageous to express ourselves, our true opinions and feelings. In that process, from the very safe and comfortable place, we actually reveal ourselves and have opportunity to learn something about ourselves. In that sense, literary bibliotherapy uses our natural potential for empathy thanks to the emotional parallelism and the communicational complementarity, also two new *terminus technicus*.

Speaking of the methodology, literary bibliotherapy in the group discussion talk about thoughts which characters express based on the understanding and cognitive interpretation of the text. In the next step, using affective interpretation, group discuss emotions and feelings which characters may have. Sometimes emotions are clearly presented, but most of the time they are hidden in aesthetic structure of the text so they have to be personally discovered from each group member thanks to the human ability to understand the metaphor and imagine emotion from the personal point of view. In the third step, group discuss action, deeds or other material facts which characters undertake motivated by emotions and emotional states. Each member may approve or disapprove it and offer some new and potentially better approach to the solving of the particular problem.

In general, members of the discussion group may identify with a character or an experience with a subsequent psychological relief especially when the hero overcomes a problem on the understandable and acceptable way. Thanks to the projection and the substitution, the member of the discussion group may experience expression of traits through making comparison and acceptance of some new ideas. The main goal is to be able to verbalize opinion or problem and realize that other persons had the same problem and that is normal to have problems and all feelings,

but also that is normal to search for help, answers and new problem solving oriented approaches. Collaterally, literary bibliotherapy approach helps literature to become more interesting, pragmatic, make literature more intrigues, more life-connected and significantly boost motivation for the reading quality literature.

Dimitar Iliev

Department of Classics, St. Kliment Ohridski University of Sofia

“Explore, encode, research, repeat: Digitally-aided Teaching and Learning in Classics”

Abstract

Higher education in the Arts and Humanities nowadays faces global challenges that are well-known to all teachers and researchers working in related fields in recent decades. The extremely dynamic pace of post-modern reality, the largely increased information flow of various nature and of differing quality, the pressure on academic institutions for quick production of relevant practical results: all this has taken its toll on humanitarian disciplines in the universities across the Western world and beyond. By its very nature, Classics is among the disciplines which experience the harshest consequences of such large economic and cultural shifts as we are witnessing in our days. This is especially true for countries in the region of South-Eastern Europe such as Bulgaria who have gone through significant social metamorphoses during the last 30 years. In the last decades, the students graduating from the BA curriculum of the Department of Classics to the University of Sofia have decreased in number, their profiles, motivation and interests have gone through various changes, their devotion to reclusive, slow and thorough acquisition of knowledge – so characteristic of the typical figure of the classicist a century ago – has significantly diminished.

On the other hand, new technologies not only became ubiquitous in the lives of students and teachers alike but also gave rise to the multidisciplinary field of Digital Humanities, and Digital Classics in particular. Various projects in Digital Classics have included activities like: using and creating electronic dictionaries, editing aligned parallel corpora of original and translated texts, annotating manuscripts, inscriptions, coins, papyri and seals, etc. Several such initiatives have been developing at the Department of Classics to the University of Sofia and, as of late, have also been introduced to the BA curriculum in Classics. The paper will discuss how getting involved in activities such as encoding ancient Greek inscriptions or working on parallel text alignment can serve as a quick and efficient introduction to more complex research problems and approaches in advanced fields like epigraphy and theory of translation. The general request of policy-makers and public alike for practically oriented higher education yielding quick and relevant results often leads to shallower educational results of lesser quality. Solving research issues through working on ancient sources with digital tools can be a way of acquiring deeper knowledge of the subject matter

of Classics more quickly. Examples from different courses and project activities will be examined in order to observe how digitally-aided research works in practice.

Szymon Wróbel

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“An Innovative University in the Platform Capitalism”

Abstract

Luciano Floridi and Nick Srnicek claims that with a decline in manufacturing profitability, capitalism has turned to data as one way to maintain economic growth in the face of a slow production sector. In the twenty-first century data have become central to firms and their relations with workers and customers (Floridi, 2013; Srnicek 2017). The platform has emerged as a new model, capable of extracting and controlling immense amounts of data, and with this shift we have seen the rise of monopolistic firms. We are told that today we are living in an age of massive transformation. Platforms, big data, additive manufacturing, advanced robotics, machine learning, and the internet of things - create our current living environment. In the presented text I am going to ask what is the place of the university in such a new digital constellation? What are universities for in the time of platform capitalism?

My main line of reasoning follows to idea of “entrepreneurial state”. An innovative university is understood as an analogue of an “entrepreneurial state”. Mariana Mazzucato has convincingly demonstrated that developments like railways, the internet, computing, supersonic flight, space travel, satellites, pharmaceuticals, voice-recognition software, nanotechnology, touch-screens and clean energy have all been nurtured and guided by states, not corporations. During the golden postwar era of research and development, two-thirds of research and development was publicly funded. High-risk inventions and new technologies are too risky for private capitalists to invest in (Mazzucato 2014; Srnicek, Williams 2015). Socializing of the risk and privatization of profits – this is the main climate of “non-innovative capitalism”.

The university as an institution, and the Humanities especially, are under attack. They are often accused of being unproductive, old-fashioned in their approach and also of being out of touch with contemporary science and technology culture. In some ways, the technologically smart urban space displaces and replaces the university, by inscribing knowledge and its circulation at the heart of the social order. What happens then to the formerly segregated and highly “sacralised” academic space? Rosi Braidotti argue that the academic needs to unfold onto the civic and become embedded in the urban environment in a radical new manner. The city as a whole is the “science park of the future”. The university consequently needs to transform itself into a “multi-versity” (Wernick 2006;

Braidotti 2013), capable of interacting with the city space so as to create “a collective ethos of communal intelligence” with a “common goal of economic progress”. Is such a task feasible? Is such a task desirable? Is this a real task for the current form of university?

The question I intend to pose during my speech concerns the role that university should assume in the times marked by the universal regime of being innovative? The meaning of “invention” is determined on two poles of expression; assertive (discovering, revealing, unveiling what is) and performative (producing, establishing, transforming)? I ask what is it that university establishes and discovers in a world subjected to the general urge to discover and produce? I will also ask about university as a “machine for programming inventions” and an institution where there is a growing awareness of the need to re-invent invention, beyond all programming.

Vera Lomazzi

GESIS Leibniz Institute for the Social Sciences, Cologne, Germany

“European Values Study: Contribution toward Innovative Research Methods and Approaches”

Abstract

The European Values Study (EVS) is a cross-national survey repeated over time that, since 1981, collects data on human values from probability samples of the country’s adult population in more than 40 countries. With its last edition (2017-2019), five waves of data are freely available for research. Most of the innovation introduced benefits of the synergies created in the framework of the European Commission-funded project SERISS (Synergies for Europe’s Research Infrastructures in the Social Sciences). SERISS was led by the European Social Survey (ESS ERIC) and involved EVS, the Survey of Health, Ageing and Retirement in Europe (SHARE ERIC), the Consortium of European Social Science Data Archives (CESSDA ERIC), the Generations and Gender Programme (GGP); and the Wage Indicator Survey. This project provided the survey research community with several opportunities for cooperation and innovation.

The contribution focuses on EVS as an example of a survey programme that, in such a collaborative framework, implemented methodological innovation aimed at improving data quality and comparability. Clear methodological guidelines have been developed to guide the national teams in all phases of the data collection and data processing. Furthermore, an innovative translation approach has been applied to maximise comparability. New tools have supported transparency and central monitoring, and mixed-modes have been implemented. The preparation of the fifth wave of EVS has also benefited from cooperation with the World Values Survey (WVS), in which the EVS methodology was applied in the European data collection, and a revised questionnaire increased the compatibility. After describing some of

the innovation introduced in EVS to deal with the challenges to comparability, the case of a specific instrument, such as the measurement of gender role attitudes, is used as practical example to assess whether the innovation introduced produced an improved measurement (i.e., conceptualization and comparability across countries and modes of data collection) to the benefit of the research community.

Gender role attitudes are a construct that is particularly sensitive to cultural differences and their measurements often lack equivalence between countries with consequential criticism for meaningful comparisons. By considering the results from previous studies, the EVS team developed a new scale for the fifth wave. The new measurement has a two-dimensional structure that includes aspects related to the consequences in the domestic sphere of women's economic participation and gender role attitudes in the public domain. The cooperation with WVS allowed for the introduction of new items, which led to the development of a more precise conceptualisation and increased the possibilities for comparative research, being the new items surveyed in the worldwide data collection of WVS. The analyses carried out show that the new scale of gender role attitudes, surveyed in a context of methodological innovation, provides equivalent measurements across countries and modes of data collection. In other words, the results indicate that scholars interested in single-country studies based on EVS data collected using a mixed-modes approach could pool data without any risk of bias as well as those interested in the comparative study of gender role attitudes can compare factor means between countries in a meaningful way.

Koraljka Kuzman Šlogar

Institute of Ethnology and Folklore Research, Zagreb, Croatia

“Digital Research Infrastructure in Humanities and Arts – DARIAH”

Abstract

In parallel with the so-called humanities crisis, the field of digital humanities has been rapidly expanding since the beginning of the 21st century. There is still a critical debate going on about what DH is and whether we can talk about a new discipline at all, or it is just about a collaboration of two different fields - humanities and computing. Keeping out of these discussions, scientists and experts from different fields joined their efforts in the development and exploitation of the benefits of IT trends and new technological opportunities to advance humanities research and education.

The idea of creating a pan-European digital research infrastructure for digital arts and humanities, aiming to ensure long-term accessibility and access to cultural and scientific information along with the support to researchers at all stages of the research process, officially began in 2006. DARIAH was included that year in the first Roadmap of the European Strategy Forum on Research Infrastructures (ESFRI), and since 2014 has been established as a European Research Infrastructure Consortium

(ERIC). Guided by the principle “by researchers for researchers”, scientists themselves lead and supervise the development of their digital research environment. Today, DARIAH is the network of people, expertise, information, knowledge, content, methods, tools and technologies from its member countries with the mission to enhance and support digitally-enabled research and teaching across the arts and humanities.

Croatia is one of the founding members and has been included in its development since the early preparatory phase (2007). The Institute of Ethnology and Folklore Research in its role as a coordinating institution (since 2013) has undertaken many important activities. Among other things, it has positioned Croatia as a regional hub (DARIAH Western Balkan Hub) and the contact point for Bosnia and Herzegovina, Macedonia and Montenegro, so today it is fostering cooperation in regional framework through different projects and organization of events.

Gerlinde Schneider

Sanja Sarić

Centre for Information Modelling, University of Graz, Austria

„Dimensions of Digital Humanities”

Abstract

This lecture gives an introduction to the areas and practices of digital humanities, a discipline that intersects the humanities with the fields of computer and information science. In recent years, computational methods and the usage of digital tools have shaped humanities research on different levels and dimensions with increasing relevance. They enable researchers to focus on broad scopes of data and to recognize new perspectives while securing their research materials and results through long term preservation technologies and standards and making them accessible to the public in various ways.

We will give a historical overview and shortly outline the evolution of the discipline, starting with the endeavors of Roberto Busa and his collaborators, who used computational methods in linguistic analysis in the 1940s. Furthermore, we will present different approaches to defining digital humanities, introduce relevant technologies and methods, as well as the diversity of subjects, expertise and skills researchers often bring into DH projects. To demonstrate the interdisciplinarity and versatility of digital humanities and its research perspectives we will use representative examples from areas such as literary computing, digital museology or digital history and discuss methods such as distant reading, digital scholarly editing or data visualization.

Among these examples, we will introduce projects hosted by the digital infrastructure “Geisteswissenschaftliches Asset Management System” (GAMS) (Steiner/Stigler 2018), like the “Visual Archive Southeastern Europe” (Akšamija et al. 2012-2017), providing visual historical and contemporary materials from Southeastern Europe, “Gralis” (Tošović 2000), a multilingual corpus for investigating Slavic languages, “Wissens- und Kompetenznetzwerk ‘Digitale Edition’” (KONDE 2017-2019), a cooperation

project dealing with theoretical and practical aspects of digital scholarly editions from different perspectives, "Spectators" (Ertler et al. 2011-2019), a digital scholarly edition with texts of the journalistic genre 'Spectators', "Distant Spectators" (Fuchs et al. 2019-2020), investigating this journals with different distant reading techniques, and "Stefan Zweig digital" (Matuschek et al. 2017-2020), a research portal dedicated to the life and work of the Austrian writer Stefan Zweig.

Tomasz Drewniak

University of Applied Sciences in Nysa

“Critical dialogue between philosophical discourses and the European culture related to the concept of ‘father figure’”

Abstract

The speech presents a critical analysis of the relationship between the ideas of Europe, philosophy and the figure of the father (spiritual, divine) based on the concepts of J. Bachofen, F. Nietzsche, E. Husserl, M. Heidegger and J. Patočka. The philosophical discourse reverses the natural attitude of man towards the world and introduces the idea of spiritual fatherhood (Apollonian religion, figure of the divine father and relationship based on logos, non-corporeal filiation of man), constitutes a new form of humanity that transcends the natural relationship with existence (needs, consumption, work). Philosophy shifts man (from the world of apparent appearances into the world of life in truth) and also makes displacement in man himself - corporeality, affection and desire are subordinated to reason. Philosophy - if its basic discursive formula is the question about the sense of being as whole and the sense of humanity - is associated with the loss of being in the world, its intelligibility, and at the same time opens the sphere of freedom, history and shaping humanity. Thus, philosophy goes beyond phenomenal and symbolic obviousness, showing its incoherence and inhuman character, opens the world as a sphere of free and rational human activity, at the same time transforming the world of everyday life, orienting it on life in truth and goodness.

In philosophy - and the figure of Socrates as a spiritual father is a model example - there is the formation of the care for the soul and responsibility, which is a response to the father's call to be himself in transcending the body and the world given in experience. In the symbolic dimension, the philosophical discourse establishing a hierarchical opposition between what is bodily-affective and what is intelligent, distributes it simultaneously between the oppositions: Earth-Sun, darkness-brightness, mother-father, becoming-being, phenomenon-being. Therefore, the father becomes a figure that shifts man (son) into the realm of truth and reason. In the Greek tragedy, the process of human reorientation (break the primordial relationship with Mother Earth) is presented as the murder of the mother and the purification of the mother-killer by Apollo (not only through guilt but also from madness).

The fiction of spiritual fatherhood and incorporeal filiation of man constitutes the link between Europe and philosophical discourse (metaphysics). Apart from metaphysics - the question about being as whole and at the same time about the meaning of humanity (Heidegger) - the European man loses his reference to sense ("madman" by F. Nietzsche). The reference to the father figure not only shapes the relationship with sense, but the father himself is a "picture of sense" (divine father), order - he is a spiritual person (Patocka). Consequently, the father figure is associated with the ontological difference, makes the difference visible and implies a question about the sense of being in its entirety. The concept of fatherhood (spiritual, divine) is also a tool for a critical diagnosis of modernity as a discursive, technical and institutional emancipation of man from non-corporeal affiliation, emancipation that is fulfilled in nihilism, "death of God", the technical objectification of the world, eradication of man and homelessness. In its light, the dominance of instrumental (technical) reason and the blurring of the symbolic, institutional and real presence of fatherhood in the world of everyday life puts man back in the quasi-mythical space of demonic powers.

Mariusz Drożdżał

Department of Jazz, University of Applied Sciences in Nysa, Poland

"Being innovative towards mental and physical health: the benefits of choral singing"

Abstract

Nowadays, many research evidences demonstrate benefits of choral singing. The large number of them highlight, based on authoritative examination findings, that singing have a great influence on our health. They claim that participation in the choir rehearsals have a wide range positively profits, including relieving stress, enhancing mood, improving vocalization, posture, memory, confidence as well as respiratory system. Taking part in the choir activity provide a creative vehicle for integration. Modern society is characterised as a materialistic, where people do not rely on their own. In this sense, we are dependent on each other even though we do not want to. In the contemporary world we can find more and more lonely and depressed people. There are evidences that mental health problems are more frequent than typical well-being complications. The researches show that our style and pace of life can produce lack of self-confidence, stress and even physical distress.

There is a fact that almost everyone wants to be needed and wanted. Therefore, „belonging” to the specified group of people seems to be very important. The chorus singers acknowledge that the choir provides a social community based on creativity, respect and trust. Furthermore, singing in a diverse group of people can be unique collaborative dialogue between communities from varied backgrounds across the world. Consequently, choral singing seems to be a kind of modern therapy, the cure for some civilization diseases. It is also the innovative healthy way to strengthen immune system.

The clinical psychotherapists confirm this fact and emphasize that of many successful music therapies singing in a choir is very simple, effective and safe therapy method. They also agree that choral singing affords to all choir's participants a lot of fun and happiness.

Grzegorz Chmielewski

University of Applied Sciences in Nysa, Poland

"Impact of president's role on the national security systems: the case of Poland and Slovakia"

Abstract

The President of the Republic of Poland- in accordance with the Constitution- shall ensure observance of the Constitution, safeguard the sovereignty and security of the State as well as the inviolability and integrity of its territory. He is supreme arbitrator in the country. When considering the role of the President of Poland as a guardian of the sovereignty of state security, narrower and wider significance should be taken into account. In the strict sense (*sensu stricte*), the President's right to impose martial law and a state of emergency results directly from the Constitution. No other rights are specified in this legal act. Therefore, one should partially share the opinion of prof. B. Banaszak, that in this situation the head of state, in order to guarantee security, may use all means serving this purpose, i.e. all that relate to both domestic and international policy. However, in my opinion, this should be taken even more extensively. As part of his powers, the President should take care of Poland's security through all legally permissible measures relating to both internal and external policies of the state - from accepting accreditation letters from representatives of foreign states, through the right of legislative initiative to the implementation of personnel policy and the use of extraordinary measures.

Safety is one of the most important human needs. The Polish President is the most important person in the country and should take care not only of every citizen but also of every person who is on the territory of Poland. Therefore, every measure serving the security of the entire state as well as every individual should be used by him to protect them. That is why I am proponent of the President's approach as a guardian of security in the broad sense (*sensu largo*). And from this perspective I will make my presentation.

The President Slovak Republic is the head of his state, too. The Slovak president has no explicit obligation to take care of security in the constitution. However, he has several competences that allow him to be assigned such an obligation. This is due to competences related to him as the commander-in-chief of the armed forces, the right to manage the mobilization of the armed forces or the right to declare war and manage emergency states. Therefore, I will try to prove in this presentation that the President of the Slovak Republic also has a significant impact on the security of the state.

