

**12. Dani Bosanskohercegovačko-američke akademije umjetnosti i nauka
(BHAAAS) u Bosni i Hercegovini
Međunarodni simpozij iz društvenih i humanističkih nauka
Mostar, 24 – 27. juni 2021. godine**

12th Annual Days of Bosnian-Herzegovinian American Academy of Arts and
Sciences (BHAAAS) in Bosnia and Herzegovina
Social Sciences and Humanities Symposium
Mostar, June 24th – June 27th, 2021

Uvod

Međunarodni simpozij iz društvenih i humanističkih nauka u okviru 12. Dana Bosanskohercegovačko-američke akademije umjetnosti i nauka (BHAAAS) u Bosni i Hercegovini, i to prvi ikada simpozij iz društvenih i humanističkih nauka u sklopu Dana BHAAAS-a, održat će se u Mostaru, u Američkom kutku (zgrada Gimnazije), 26. juna 2021. godine. Cilj Simpozija je da obezbijedi međunarodni forum razmjene ideja i iskustava preko različitih oblasti i polja društvenih i humanističkih nauka, s posebnim naglaskom na međudisciplinarnu i transdisciplinarnu odrednicu, pristupe i metode. Simpozijске teme i njihova obuhvatnost su širokoga spektra, ali je njihov fokus posebno usmjeren na sljedeće naučne, društveno-humanističke, UN-prioritete: Jednakost, Zdravlje, Društvena prava i Migracije.

Plenarne predavačice Prvog međunarodnog simpozija iz društvenih i humanističkih nauka u okviru Dana BHAAAS-a su dr. sc. Dijana Vican, redovna profesorica i rektorica Sveučilišta u Zadru (Hrvatska) i dr. sc. Tatjana Bijelić, redovna profesorica na Univerzitetu u Banja Luci (BiH). Voditeljice Simpozija su dr. sc. Dina Mehmedbegović-Smith, s University College London (Velika Britanija) i dr. sc. Selma Raljević, vanredna profesorica na Univerzitetu „Džemal Bijedić“ u Mostaru (Bosna i Hercegovina), obje članice BHAAAS-a.

Introduction

The International Symposium in Social Sciences and Humanities of the 12th Days of Bosnian-Herzegovinian American Academy of Arts and Sciences (BHAAAS) in Bosnia and Herzegovina, first ever BHAAAS Symposium in Social Sciences and Humanities, is to be held at the American Corner (Gymnasium) Mostar on June 26, 2021. The aim of this Symposium is to provide an international forum for the exchange of ideas and experiences across the

fields of Social Sciences and Humanities, with particular emphasis on interdisciplinary and transdisciplinary issues, approaches, and methods. The theme and its strands are broad but they especially focus on Social Sciences and Humanities Perspectives on UN Priorities: Equality, Health, Human Rights, Migration.

First BHAAAS Symposium in Social Sciences and Humanities Keynote Speakers are Dr. Dijana Vican, Full Professor and Rector at University of Zadar, Croatia, and Dr. Tatjana Bijelic, Full Professor at University of Banja Luka, Bosnia and Herzegovina. The Symposium Chairs are Dr. Dina Mehmedbegović-Smith, University College London, United Kingdom, and Dr. Selma Rašević, Associate Professor, Džemal Bijedić University of Mostar, Bosnia and Herzegovina, both BHAAAS members.

Plenary Lectures:

1. Dr. Dijana Vican

University of Zadar
Croatia

Health as a Value from the Standpoint of Educational Policies and Practical Pedagogical Implications

Abstract

The health of children and youth has been at the top of the socio-cultural values in developed and underdeveloped countries since the end of the Second World War. Education is a factor to which world institutions and national educational policies have entrusted teaching of health and promotion of healthy living. Human well-being increases with health as a value. Stepping into the 21st century, with expectations of development of societies in different directions, health remains at the value pedestal, especially with the emergence of coronavirus Covid 19, but with major challenges for education policy and practical pedagogical implications in educational systems.

The aim of this paper is to review the practical pedagogical implications of health as a value in systemic education in the changed social and economic circumstances, and the changed ways of teaching and learning due to the pandemic. Although the systemic education and formal schooling of children and youth has not lost its value in times of sudden crisis, as evidenced by the desire of pupils and parents to return to schools, changes have taken place and are the basis for other changes; partly because of dealing with the consequences of the crisis, and partly because of the challenges of the unpredictable future. The burden of both is primarily in the hands of educators and teachers. They are facing a wide range of the acquired knowledge and developed abilities of pupils during the hybrid learning model application, compensation of unlearned educational content, and designing work with pupils who do not have help at home. Educators and teachers are not only the bearers of changes in application of the information and communication technologies, but they also have to devise innovative approaches and discover pedagogical approaches that will meet the emotional, mental and social needs of pupils to maintain health on a value pedestal.

Keywords: health as a social and educational value, education during the pandemic, educators and teachers as bearers of change.

2. Dr. Tatjana Bijelić

Healing Rhythms: Engaging with Poetry in Turbulent Times

Abstract

Resonating with Jay Parini's claim that poetry as a medium of expression and internalization matters in all phases and segments of life, offering continual rereadings of personal and collective experiences while enriching our perceptions and possibilities both emotionally and intellectually (2008), this paper addresses contemporary engagements with poetry in various social settings, exploring to what extent reading and writing poetry influence individual and group creativity and wellbeing. Facilitators of creative and therapeutic writing workshops and courses – teachers with backgrounds in literature, creative writers, and therapists, who practice and theorize writing as re-vision and therapy, tend to agree that discussing and composing poetry leads to a better understanding of one's thoughts and feelings. According to them, engaging with poetry through exploration and expression can communicate psychological, social, cultural and spiritual truths (Bolton, 2011) that are closely linked to achieving authenticity and self-awareness (Hedges, 2013).

Investigating healing potentials of poetry rhythms from the perspective of a literature professor and writer who is not a therapist, I offer a brief overview of most recent research into creative (therapeutic) writing, focusing primarily on the dynamics of creative writing classes in an academic environment in which EFL students discuss treatments of loss, change, and remembering in contemporary poetry in English, along with the urgent themes of anxiety and fear of stasis provoked by the global pandemic and lockdowns. Drawing on Tawada's (2003) and Wright's (2008) definitions of exophony as (literary) writing in a language other than the author's mother tongue, the paper demonstrates how EFL students' critical reading of poetry inspires their own creative responses in English, allowing them to explore particular experiences and parts of their selves that are more comfortably expressed in the language not their own.

Keywords: engaging with poetry, creative writing workshops, poetry as therapy, exophonic writing.

Section One

Global Challenges: Impact on Education, Work, and Everyday Life

1. Dr. Dina Mehmedbegović-Smith
UCL IOE, London, UK

Insights into Engagement of Host and Migrant Stakeholders in Education with the Language Hierarchies in Dubai

Abstract

This paper is based on the insights gained through consultation with school leaders, inspectors, teachers, parents and children in Dubai. The author has identified that there are serious concerns about the provision, positioning and future of Arabic in education and everyday life in the UAE. Although not unique, this is a very unusual situation since Arabic is the official and mother tongue language of the UAE. There are other Arabic speaking countries also battling marginalisation of Arabic and therefore this is an issue of wider importance in the Gulf region and other world regions, where Arabic is the mother tongue. According to a number of research reports: “Arabic tends to be seen as the least liked subject for students in schools, and speaking, reading, and writing in MSA (Modern Standard Arabic) are the last things they want to do, and actually are able to do.” All the educators who have been consulted are very anxious about the future of Arabic in public and private spheres. In their own families they observe their relatives, now young parents, using English in their family time. Emirati children as young as five fear going to school, because they are aware they cannot function in Arabic, only to find out, to their big relief, that in school everybody speaks English too most of the time. This paper focuses on the questions: Why is this happening to a language which is considered a world language, ranked 5th in the world with 313 millions of speakers globally? What can be done to prevent Arabic language loss in the host community? What can be done to increase engagement of migrants with the acquisition of Arabic?

Keywords: language hierarchies, migration, migrants, language loss, Arabic.

2. Dr. Aida Habul

University of Sarajevo, BiH

Dženana Rustempašić, MSc, Researcher

University of Sarajevo, Education Technology Research Center, BiH

Dr. Nermin Đapo

University of Sarajevo, BiH

**Application of Virtual Reality and Artificial Intelligence as
Education Tools to Support the E-learning Model in
Bosnia and Herzegovina Classrooms**

Abstract

The paper presents issues related to education in a virtual environment, the role of virtual reality, and artificial intelligence that is increasingly entering the classrooms of developed countries. The paper explores what application of artificial intelligence means for the development and broader implementation of electronic learning in virtual classrooms around the world, as well as in developing countries such as Bosnia and Herzegovina. The paper presents the advantages and opportunities that contribute to the improvement of e-learning in educational institutions and the benefits for students and other involved parties in the educational process, such as teachers and parents.

Keywords: artificial intelligence, digital literacy, E-learning, virtual learning environment, virtual reality.

3. Dr. Lamija Bašić
Independent Scholar, USA

The New Hybrid Model: Winning Your Multiple Generations

Abstract

Organizations met the challenges of 2020. The shift to remote work in March 2020 posed significant challenges for most organizations. The workplace as we knew it before COVID will probably never exist again. Some organizations have already announced they are going remote indefinitely, and others are developing a sort of hybrid approach. A recent Gartner study found that 48% of employees will likely work remotely at least part of the time after the pandemic. Though external forces have created intense pressures for managers, their roles are more important than ever. Dealing with engagement and development of employees is no longer “just a box to check”. Small, actionable steps can help address employee engagement, empower employees, and accelerate performance. Today’s managers must focus on supervision, development, productivity, trust, transparency, and agility within the ever-changing landscape of today’s workplace. As many organizations are developing guidelines for those interested in long-term remote or hybrid work, it is necessary to be mindful of the changing trends and, finding the right way to lead and support remote teams, and hybrid workforce regardless of the specific external circumstances.

Now is time to invest in the development of employees, lead with empathy, provide the right support, and create a sense of belonging. Offering long-term remote or hybrid work can create a positive employee experience and open the door for diversity improvement. This event will address potential moral challenges, social distancing, and engagement and development opportunities. It will offer small yet powerful actionable steps to help address employee engagement, empower employees, and accelerate performance. It will offer practical ideas to uplift your employees and empower your organization to lead and remain competitive and productive by encouraging employees to find harmony in work/life integration. Flexibility is important, as is getting the best from your people, focusing on greater inclusion and diversity, creating conditions for innovation across multiple generations at the workplace.

Keywords: hybrid workplace, remote, multiple generations, engagement, flexibility.

4. Dr. Azra Terzich

Indiana University Southeast USA, Fulbright Scholar Alumna (2008)

Dr. Nermina Mujagić

University of Sarajevo, BiH, Fulbright Scholar Alumna (2019-2020)

**Guidance Towards Intercultural Dialogue Between
Bosnia and Herzegovina, USA and the World: Fulbright Program**

Abstract

The presenters, both Fulbright recipients, will share their Fulbright experiences gained in the three out of top 10 countries based on education rankings. Presenters aim to deliver deep understanding of the importance of intercultural dialogue in global education with an accent on benefits on both levels, professional (institutional) and personal. Presenters will provide first hand data in pictures and words, as well as navigation through Fulbright website and application process. Participants will walk out of this presentation empowered with information and support about Fulbright.

Keywords: education, global, intercultural, dialogue, Fulbright.

Section Two **Literature, Translation, and Art**

1. Dr. Selma Rajević

Džemal Bijedić University of Mostar, BiH

Visualizing and Narrating the (Trans)Migrant Experience in Semezdin Mehmedinović's *My Heart*

Abstract

As Thomas Nail prophetically yet realistically proclaims in his 2015 hybrid philosophical book *The Figure of the Migrant*, the “twenty-first century will be the century of the migrant” (1). He adds that one “is not born a migrant but becomes one” (3) and, in one way or another, “we are all becoming migrants” (1). To use his words again, the “gains of migration are always a risk, while the process itself is always some kind of loss. Thus, more than any other political figure (citizen, foreigner, sovereign, etc.), the migrant is the one least defined by its being and place and more by its becoming and displacement: by its *movement*” (3). Nina Glick Schiller, Linda Basch, and Cristina Szanton Blanc in their 1995 article “From Immigrant to Transmigrant: Theorizing Transnational Migration” develop a theory of what they term a “transmigrant,” suggesting that in both the US and Europe, increasing numbers of immigrants are best understood as “transmigrants”. In their book, transmigrants “are immigrants whose daily lives depend on multiple and constant interconnections across international borders and whose public identities are configured in relationship to more than one nation-state (Glick Schiller *et al.* 1992a; Basch *et al.* 1994).” They further explain that “[t]ransnational migration is the process by which immigrants forge and sustain simultaneous multi-stranded social relations that link together their societies of origin and settlement” (48).

Accordingly, the aim of this paper is to focus on visualizing and narrating the (trans)migrant experience in Semezdin Mehmedinović's autofictional novel *My Heart*, originally published in Bosnian/Croatian/Serbian/Montenegrin under the title *Me' med, crvena bandana i pahuljica* in Croatia in 2017, and then translated into English by Celia Hawkesworth and published in the US in 2021. In a synergy of Mehmedinović's own drawings and literary expressions, *My Heart* tells a story about his autofictional family, their life in America and the experiences of Bosnian and Herzegovinian immigrants to America. To

mention just some of the deeper issues of the human heart and its “education”, as Susan Sontag would have said (2010: url), *My Heart* deals with, the novel is a timeless story of love, health, death, war, migration, trauma, memory and its loss, identity and its *movement*.

Keywords: migration/migrant(s), immigration/immigrant(s), transmigration/transmigrant(s), identity, transartistic storytelling, Semezdin Mehmedinović, *My Heart*, “an education of heart”.

2. Josipa Boškić

University of Mostar, PhD Student

Subtitling Humour in the Sitcom *Friends*: Translation Strategies and Humour Types

Abstract

This paper explores humour types and translation strategies used to translate culture-specific and language-specific humour in the fourth season of the sitcom *Friends*. In order to classify humour types, Dynel's (2009) and Norrick's (1993) typologies were used. Holmes' translation strategies of re-creation and retention were used in order to determine the strategies used to translate culture-specific and language-specific humour. The research was conducted by analysing 24 episodes of the sitcom *Friends* with Croatian subtitles. Every example of humour as classified by Dynel and Norrick as well as the strategies the Croatian translator used were recorded.

The results show that nine types of humour were used in the fourth season of the sitcom *Friends*, while the analysis of culture-specific and language-specific humour provides possible reasons behind the Croatian translator's choices and their success in transferring humour from English into Croatian. One of the aims of this study was to test Holmes' theory that culture-specific humour is mostly translated using retention, while language-specific humour is mostly translated using re-creation. The results proved Holmes' theory to be valid and applicable to sitcom translation, despite the author's initial claim that the theory is only applicable to poetry translation.

Keywords: audiovisual translation, humour, translation strategies, translating humour.

3. Dr. Melina Sadiković

CMNH, University of Brighton, Independent Researcher, UK

Dr. Adis Elias Fejzić

RMIT University Melbourne, Australia

Academy of Fine Arts Sarajevo, BiH

The Right to Dream: The Stone Allegories of Two Cities in Mostar

Abstract

This paper aims to contribute to better understanding of the Partisan's Memorial Cemetery in Mostar (Partizansko groblje) through the exploration of the original ideas and concepts of this memorial site articulated by its author Bogdan Bogdanović, one of the most prominent Yugoslav memorial architects and intellectuals. Our collaborative research is an immediate "reading" of Partizansko groblje, which also includes the exploration and explanation of our personal relationships to the memorial. Informed by Bogdanović's thoughts and writing about memorial and other secondary sources, our two individual approaches are merged into one multifaceted, cultural-historical and sculptural analysis. The analysis thus encompasses interpretations of Partizansko groblje from the time when it was conceptualised and built, and the "new time" in which it became a target of continuous material vandalizations and cultural devaluation. Originally imagined as the city between the sky and the earth, Partizansko groblje presents itself as a memorial site and a subject and witness of the complex cultural, political and social processes that make up life in contemporary Bosnia and Herzegovina (BiH). The paper also offers a brief, but new, interpretation of Bogdanović's memorial as a matter of aesthetics along with its ethical dimensions and meanings. We perceive it as a unique piece of art – a sculptural complex, situated and integrated into the (cultural) landscape, with its own way to perpetually reflect universal ideas as a contrast and challenge to current contested, fragmented and dislocated ethno-political narratives in the post-war BiH.

Keywords: Partisan's Memorial, cultural memory, Mostar.

4. **Selma Vejzagić, MF**
University of Sarajevo, BiH

**A Multidisciplinary Review of the Character and Work of
Zuko Džumhur**
(A Poster Presentation)

5. **Selma Vejzagić, MF**
University of Sarajevo, BiH

**Multidisciplinary Analysis of Zuko Džumhur's *Opus*:
A Man Who Made the Reader at Home Everywhere**
(A Poster Presentation)