4th HERA Annual Conference

"European diversities – European identities"

1st European Conference for Collaborative Humanities Research

HERA
Humanities in the European Research Area

EUROPEAN SCIENCE FOUNDATION
SETTING SCIENCE AGENDAS FOR EUROPE

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SEVENTH FRAMEWORK PROGRAMME

Région Alsace

The report reflects the proceedings of the Conference, synthesising the presentations made at the four plenary sessions during the two days, in chronological order (I. Humanities Matter – Opening and Keynote Statements; II. Humanities are Changing – Young Scholars' Visions: New Research Infrastructures; III. Europe Mobilises for the Humanities – Ways of Exploring the New Europe: Migrations/Minorities/Majorities; and IV. European Humanities Move – Perspectives on "Global Humanities"). The report does not include the presentations made during the break-out sessions. Please consult the Conference programme annexed to this report for information on all the speakers. All the correspondence concerning this publication should be addressed to hera@esf.org.

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OVERVIEW

The conference "**European Diversities – European Identities"**, the fourth annual conference of the HERA (Humanities in the European Research Area) ERA-NET, brought together over 150 humanities scholars and policy makers in Strasbourg on 8-9 October 2008 to discuss the growing demand for insights from humanities and the contribution they can make to major societal issues at the beginning of the 21st century.

The conference was a result of collaboration among the major supra and transnational public research funders for the humanities in Europe: **the European Commission's FP6 and FP7; the European Science Foundation; COST** and the **HERA Network,** and featured researchers supported by these funders.

The particularity of humanities research was a theme picked up by Philip Esler, Chief Executive of the Arts and Humanities Research Council and Chair of the HERA Network Board. In Professor Esler's view, "Humanities research is the dedicated, deliberate and professional activity that assembles, analyses and synthesises our deepest thoughts about who we are and should be, where we come from, where are we going, and about the cultural productions in all their forms. As such, humanities research has a crucial role to play in European policy making, and one that has a very distinct nature from the sciences."

Speakers and participants of the conference were representing inter- or multidisciplinary, multi-institution and international collaborations. They offered unique combinations, such as theologians working with neuroscientists, or linguists with biologists. They also demonstrated how technologies traditionally used in other areas of research (e.g., Geographical Information Systems – GIS) can be applied in interdisciplinary initiatives led by humanities scholars. It was repeatedly pointed out that the European coordination of the development of new research infrastructures and the interoperability of online databases and archives are key to the future development of digital humanities.

Given the powerful technology and enormous amounts of data now available to modern researchers, collaborative cross-disciplinary approaches are likely to become the model for the humanities in the 21st century, a model which shows enormous potential for contributing to social policy issues in Europe and beyond.

I. HUMANITIES MATTER

Opening statement:
"HUMANITIES AT THE HEART OF THE EUROPEAN RESEARCH AREA" *

Mr. Jean-Michel Baer,
Director, Science,
Economy and Society
Directorate, European
Commission –
DG Research

Ladies and gentlemen, dear colleagues,

It is a great pleasure for me to open this conference.

I have chosen to speak to you about the humanities and the construction of the European Research Area to inform you of the developments that are currently taking place and to make you aware of the opportunities that are contained in this new strategy.

In two months' time the Council of Ministers will adopt a "common vision" for the ERA on which the French Presidency and the Commission have been working very closely together. In parallel, a new method of governance of the ERA will be discussed under the Czech Presidency and then decided on and implemented under the Swedish Presidency.

The objective of this ERA is beyond the fight against the fragmentation of research efforts in Europe, to favour the production and dissemination of knowledge and to organise them – at European level – around the big societal challenges, the big challenges of common interest to Europeans.

ERA is based on four pillars:
- To assure an excellent basic research to advance the frontiers of knowledge;
- To implement a high-level strategic governance;
- To mobilise resources and facilitate the free circulation of knowledge;
- To reinforce the synergies at regional, national and European level.

It is therefore a new area that must come into being, allowing an efficient mobility – without obstacles – of researchers, reinforced cooperation between teams, and a reinforcement of its resources by suppressing, or at least decreasing, the costs of non-Europe, i.e., duplication.

So what will this change for the humanities?

Firstly, its purpose and direction. Up to now, the objective of European research policy was essentially the strengthening of European competitiveness and industry. Now it is a question of getting mobilised (on the research front) in order to address the common societal challenges, for example, brain diseases, climate change, ageing. It means putting into a new and different perspective research efforts at European level which directly implicate the humanities.

Researchers in the humanities can expect also new facilities in order to move around within this space and to build up cooperation between each other. To the possibilities already on offer through community instruments will be added "joint programming", which would bring together national research programmes around research topics of European interest.

We ask ourselves whether we should not rationalise a bit the catalogue of funding measures which have come about at European level through successive stages.

Humanities researchers can in fact find themselves close to the European Union in its 7th Framework programme:
- support of investigator-driven frontier research through the ERC (the Ideas programme);
- assistance in collaborative research such as networks of excellence, integrated projects, and ERA-NETS (the Cooperation programme);
- grants for collaborative research on science studies and research infrastructures (the Capacities programme).

Also noteworthy is that the Framework Programme supports the COST networks; they were part of intergovernmental schemes which were historically the first forms of European cooperation (through European centres created in the 50s and 60s such as CERN, EMBO and ESA).

This already wide catalogue will be enriched by yet new formulas such as joint programming, which can be seen, to a certain extent, as the extension of the ERA-NETS.

My Directorate is directly confronted with this problem of the diversification of instruments (NoE, IP, CSA, ERA-NETS). But we think that, before we think "how" to do, we must first ask ourselves "what" to do?

And this brings us back to the observation and understanding of the evolution of the humanities.
- Historically Social Sciences and Humanities have been linked to nation-building: "Social sciences have been centred on nation-states as states were constituting the 'natural' context in which the processes analysed by them were taking place." (*Open the Social Sciences: Report of the Gulbenkian Commission on the Restructuring of the Social Sciences*. Stanford: Stanford University Press, 1996).

* Verbatim record

- Humanities emerged from the ferment of West European world domination: "Much of (anthropology's) theoretical capital is palpably derived from ethnographic research done in the colonial dominions." (Herzfeld, Michael. "The Absence Presence: Discourses of Crypto-Colonialism". *The South Atlantic Quarterly*, Volume 101, Number 4, Fall 2002, pp.899-926).

Therefore, in addition to supporting bottom-up basic research, we support research which serves to design and inform public policies, and to identify and explain societal phenomena. The research themes for such research are predefined but the research itself remains a free choice.

May I quote here a number of challenges which demand a strong humanities input:

- Identities: The current process of European integration implies the relationship between history and cultural heritage, including how cultural landscapes and imaginary and real geographies in literature and the arts contribute to strengthening or modifying regional, national or European identities.
- Languages and Multilingualism: Multilingualism, its influence on conflicts and social integration, its impact on competitiveness, safety and social relations, as well as on the functioning of the learning environment, are key aspects.
- Creativity and Culture: Modernisation strategies call for research into economic historical and political conditions under which creativity can best flourish to include anthropological and historical perspectives. The role of literature, philosophy, visual and performing arts in Europe may be analysed.
- Europe seen from the outside: External relations policies would benefit from research on non-Eurocentric approaches and awareness of the role of Europe in the world and how this is reported in Europe. Understanding how Europe and the EU are seen from outside, by people, elites, governments, media, literature, popular culture, etc., can be essential.
- Addictions in our societies: Research on such a critical issue for our societies could include life histories and narratives of addiction, anthropological research on the cultural significance of drugs, changing public perceptions and representations in the media.
- Borders: Research on bordering, de-bordering and re-bordering processes in a comparative and historical perspective; the evolution of real and imagined borders at the international level as well as within Europe. Identification of how different meanings and functions of borders emerge, including in relation to the definition of sovereignty.

- Democracy and the shadows of totalitarianism and populism: Enlargement of the EU has re-unified our continent but also memories of the past which are different. Examples of issues that may be explored with the help of humanities are the different experiences and historical narratives of EU countries in relation to totalitarian regimes before and after World War II; ways in which the manipulation of political organisations, civil society, administration, churches, arts and science, professional and family life was exercised, and its legacy in the context of transition to and consolidation of democracy; legal pursuit of totalitarian crimes, "lustration" and reconciliation processes.

2010 will inaugurate a new period for our programme: we are going to present a roadmap 2010-2013. Why is such a roadmap needed?

- There is a need for critical mass and EU added value;
- Predictability and visibility of EU research efforts can be enhanced;
- It will allow us to promote coherent and complementary research activities and a better deployment of scientific support to EU policy making;
- We finally expect gains for management efficiency (we manage too many small projects).

The principles we wish to apply when drafting this roadmap are the following:

- **Coherence:** research should be clearly related to the fundamental objectives and priorities of the specific programme; a coherent ensemble of research dimensions should allow breakthroughs in addressing socio-economic challenges.
- **Anticipation:** policy developments on the EU policy agenda need to be anticipated if the specific programme aims to be useful.
- **Thematic additionality:** we should take into consideration coverage of similar topics in previous WP and other thematic programmes (as well as coverage by FP6 projects).

The objective is to concentrate our efforts around a limited number of important challenges such as the ones I have quoted above. Humanities will be part of the research needed to address these challenges. The financial crisis we are experiencing today shows that social sciences and humanities are needed to renew the basis for social and organisational innovations that our societies are calling for. How to re-think the global financial system in order to foster economic and social development, this cannot be solved by technological innovation!

Professor Philip Esler,
Chief Executive, Arts and Humanities Research Council, UK; Chair, HERA Network Board

We, human beings, have filled the world with our cultural productions – material or immaterial. We actively and regularly participate in various cultural activities in different forms; therefore we are actively engaged across a range of modalities of cultural production. We are intentionally curious and reflective about them, since we see these cultural activities as central to our quality of life, our happiness and our identities.

"Humanities research represents this curiosity and self-reflexivity concerning our culture in its most concentrated form. Humanities research is the dedicated, deliberate and professional activity that assembles, analyses and synthesises our deepest thoughts about who we are and should be, where we come from, where are we going, and about the cultural productions in all the forms that we have crafted for ourselves."

European humanities date back to Ancient Greece, and if the vision of the role of humanities advanced by Socrates – "the unexamined life is not worth living" - still strikes us with the same depth today, it is because it is deeply edged in our sense of what it means to be human in the society we want to live in. The classic Greek thought was not simply directed to history, literature, arts or philosophy, but above all to the role of these disciplines in the prosperous polis, state or society, providing a flourishing environment for the citizens.

The HERA Network is founded on the principle that it is true today as ever it was, and it is essential for the cause of European development that the humanities be at the heart of every public policy and economic issue that arises on this continent. Europe will not be able to address the dramatic challenges it is facing today without a proper use of humanities research, and it is delightful that the European Union fully recognises this fact. The work of the Arts and Humanities Research Council is directed to making more powerful those arguments by which governments can be persuaded to continue the funding of humanities even in the conditions of financial turbulence affecting the world presently.

The knowledge and the insight that humanities research produces is very distinctive from the sciences in many respects: we do not usually end up with "yes" or "no" answers, we tend to return to past issues, we look at things in a much longer timescale. Its ruminative and in some way ambiguous style of knowledge production and maintenance suits exceptionally to the innovation systems in most European countries. The way of humanities is more coherent to the way innovation operates than is the linear way of scientific discovery.

Pushing this idea a little bit further, one can think about a spectrum of capital that arts and humanities research produces. At one end, there is certainly commercial capital: humanities research is central to publishing and creative industries, animation, computer games, i.e., areas having a strong commercial dimension. But at the other end, there is social capital – a body of networks, roles and relationships, the incidence of trust in society which contributes to the functionality of the whole social system. Humanities produce the knowledge that provides the context within which those relationships and trust operate; humanities are thus vital in making that kind of capital available to society.

"We see HERA as providing two research themes – the first being in the area of cultural dynamics, the processes by which the cultural interchange and enrichment occur, and the second, 'Humanities as a source of Creativity and Innovation' – fitting directly into the whole picture of the maintenance and the flourishing of our societies, both socially and economically. This conference demonstrates a glorious array of arts and humanities research supported by various transnational research funding schemes. This is an extraordinary proof of what our research community has to offer to Europe and indeed to the world."

Mr. Marc Ivaldi,
Director, Division
of Humanities and Social
Sciences, Ministry
of Higher Education
and Research, France

Mr. Marc Ivaldi introduced the main vectors of the development of the French research policy in the field of humanities, characterised by an increase in the financing of scientific research. The French EU presidency also provides the momentum that can be used to foster humanities research in Europe. Mr. Ivaldi welcomed the HERA initiative as an important step towards rendering humanities more significant for the European research agenda.

Professor Alain Peyraube,
Directeur de recherche,
CNRS; Directeur d'Études
of Chinese Linguistics,
EHESS, Paris; the ERC
Scientific Council

Professor Alain Peyraube presented the agenda of the European Research Council, aimed at the development of "frontier research", encouraging scientists to go beyond the established disciplinary boundaries. Analysing the results of the ERC calls for Starting and Advanced grants, Professor Peyraube concluded that humanities research plays a progressively significant role in the European research area.

Ms. Martina Hartl,
Chair, COST Domain
Committee ISCH; Federal
Ministry of Education,
Science, Culture and
Research, Austria

Ms. Martina Hartl invited the researchers to participate more actively in COST programmes, a flexible funding mechanism operating on a large European scale (funding networking, i.e. workshops, conferences, training schools, with no topic pre-defined). Ms. Hartl expressed her confidence in the success of the HERA Conference, which would not only serve as a platform for showcasing existing humanities research, but would also generate dialogue and critical reflection on such issues as diversity and creativity.

Keynote statement:
HERA JOINT RESEARCH PROGRAMME, THEME "CULTURAL DYNAMICS: INHERITANCE AND IDENTITY" *

Professor Joep Th. Leersen,
University of Amsterdam; Chair, the HERA working group on the thematic report "Cultural Dynamics: Inheritance and Identity"

The notion of cultural dynamics was meant to take humanities out of the individual specialism of single scholars and to enable large-scale and more ambitious work in the humanities through a unifying concern, to get something special going out of the interaction. The idea behind cultural dynamics was in a way a truism, an open door, at least for the people who are gathered here, but I found that it was still something which came as a bit of a shock to the higher echelons of people who steer research and funding and who think of large nuclear particle accelerators. The idea was that culture should not be seen as a product, but as a process. It is not a picture by Rembrandt or by Velazquez to hang on the wall; it is not sitting down in the Bolshoi to see Romeo and Juliet dance. Any cultural product is a point of intersection between all sorts of processes that go back in history and move into the future, where a given ballet might go back to a play by Shakespeare, a play by Shakespeare might be based on an early modern history or a set of chronicles, it might later on move into the field of opera, it might move into a film, it might move into a computer game. It circulates through various media from generation to generation and will influence attitudes as to how various generations see or reflect on topics like love or honour. So any given cultural artefact is only a waymarking point on the trajectory of cultural dynamics. Culture is an ongoing process; it is constantly recycling its themes, preoccupations, adapting them to changing circumstances and moving across generations, over time, between countries, between strata of society and between media.

A dynamic notion of culture as a moving system is pretty much a given for people who work in the humanities, but it is still something which might gather research as a unifying concern in larger transnational research communities. The idea of cultural dynamics as a moving system can be explored in a number of dimensions. One dimension is the stratification of society, the relations, for instance, between "high culture" and "low culture", - to invoke those terms which are becoming increasingly problematic; the relationship between the changing canonicity of certain cultural artefacts and the prestige of certain social strata who carry or monopolise those arts. What happens to canonicity when new media arise, whether that is the print culture in the 15ᵗʰ century or mass print production in the 19ᵗʰ century or else technological media of distribu-

tion and multiplication in the 20ᵗʰ century? What happens to the notion of the ownership of culture? Specifically in the area of popular culture which is branching out into a new media? To give you an idea, the internet makes available in directness never before witnessed any number of cultural artefacts, for instance, images, paintings, drawings, and at the same time we see increasing intensification of the notion of copyright, the notion of who has a right to make use of those images and present them on posters, PowerPoint slides or other forms of reproduction. And culture is moving in an increasingly complex and also socially contested way between social niches and constituencies, be they of the nature of social class, gender or ethnicity.

Culture also shows its dynamics in moving between countries and societies. It is almost untenable to see culture as something that emanates from a nation and is specific to or limited to the nationality of its origin. Notions of cultural transfer have been very inspiring over the past two decades in generating new forms of humanities and historical research. For instance, the idea that political systems or political values can migrate from one country in a certain stage of development to a totally different society and maybe another stage of economic or social modernisation. The circulation of culture can affect nation formation: within Europe in the 19ᵗʰ century or in European colonies in the 20ᵗʰ century. And now, in an era of globalisation and in the post-colonial world, the social appurtenance of culture is once again unstable and contested.

Culture moves and shows its dynamics between media and over time, between generations and between the various media that those generations use. We can see how canonical stories can turn out as novels, as operas, as statues in public places, as the names of metro stations, and suffuse themselves through public space in a variety of ways. Cultural memory is becoming a very important addition to the historical sciences, and cultural memory studies are increasingly beginning to address a great variety of media and public sphere presences that those memories can occupy.

In all these respects the idea of cultural dynamics is capable of bringing a great variety of disciplines in the humanities together. Most importantly, it will liberate the study of culture and the humanities from what I shall call "infrastructural determinism", i.e., the idea that

culture is determined by the infrastructure that it arises out of. Culture is not just the output of a given social condition; it is not just a manifestation of a national character. Culture indeed is like the weather: it rains on everyone, and nobody owns it, and it would be foolish to look at the European weather only as it affects your own country and not to see where the depressions and high pressure areas are coming from. Culture moves across the map, affects all of us and is owned by nobody, just like the weather.

The weather idea also indicates that culture is what we can technically and in the root sense of the term call "a complex system". It is not just an input-output idea that here is your infrastructure, and there is your cultural reflection or your cultural manifestation. There are multiple levels of feedback loops and reflections going on, and it is here that the relation between culture and society becomes truly exciting and opportune, and that the notion of cultural dynamics also plays in, I should hope, to the more advanced theoretical models that are circulating right now in the humanities in terms of the system theory, the network theory and the complexity theory. As Professor Esler so rightly pointed out, culture is never just a spontaneous unreflected set of behaviours or patterns – it also involves human reflection on those patterns. We do not just do things – we think about how we do them, we talk about how we do them. We do not just speak a language – we discuss the language that we use in certain areas. The idea of culture always involves the reflection on its own praxis. It is both a praxis and a reflection on that praxis. At the level of reflection, cultural studies gain their true sense of the humanities that goes all the way back to Vico who defined the task of the human sciences in the *Scienza Nuova:* "We reflect upon reflection". We look at how human beings reflect on what they do and what they are. It is, as the 19ᵗʰ century philologist August Böckh would call it, "recursive phraseology": the understanding of how we understand, reflecting on how we reflect, which is typical of the complexity of cultural systems.

And it is here that social reflection, political reflection and cultural reflection merge in a sphere that truly sees no priority between the sphere of social relations and cultural relations, and where we see the most promising forms of interaction between the social sciences and the human sciences.

Besides offering what I think is an intellectually advanced mode of gathering specialisms in the human sciences together, it also allows us to work truly in a large-scale synthetic sense. Over the past decades there have been extremely promising adventures in comparative synthetic projects. The notion of comparative history is very promising at the moment, it has been materially bolstered by some of the funding organisations represented here; and some of the representatives of the most successful comparative and synthetic projects are present in this auditorium. It would be great if we could take on this comparative transnational *acquis* and turn it also into an interdisciplinary comparative and international framework. We can work, as one colleague of mine recently mentioned it, in a network of networks where various activities begin to mesh.

Finally, cultural dynamics represent a highly topical concern in the present climate in Europe. Cultural dynamics pose the interrelationship between what we do and who we are; culture as something we pursue and something that defines us, something that comes out of us and something that circumscribes us, that articulates our very identity and indeed our diversity. The European Union, which started out as an attempt towards the economic and legal harmonisation of sovereign member states, has now increasingly become a debate on identities. With the possible accession of new member states, with the increasing multiculturalisation of European societies, the notion of identity and diversity has become a priority of reflection within the policymaking circles of the European Union. And I should hope that here the humanities see that they have a very important and really practical role to play. And as Mr. Ivaldi brought forward the idea that governments need advice from philosophers and from people in the human sciences to address some of the most pressing issues of the day, in terms of dissemination, I should hope that this not only leads to refined and advanced scholarly publications, but also to ways of valorising our findings in social outreach and indeed through the possibility of government advice.

Culture is now a given. We are born into it, we get it, it is a *donné*, as the composer Satie put it, "*Je suis venu au monde très jeune dans un monde très vieux*", it is what most of us are confronted with; but it is also how we run with it, how we do with it, it is something that we have to work with. And so it is with HERA and with this particular project: cultural dynamics are now a given and much will depend on how we run with it and what we do with it. People in the human sciences always need time to get used to these new frameworks; it is a flywheel that I think is slowly beginning to come up to speed, gathering momentum, and I should hope that it will yield magnificent results in years to come.

Keynote statement:
HERA JOINT RESEARCH PROGRAMME, THEME "HUMANITIES AS A SOURCE OF CREATIVITY AND INNOVATION"*

Professor John Caughie,
University of Glasgow; Chair, the HERA working group on the thematic report "Humanities as a Source of Creativity and Innovation"

I should explain that I am trying to abbreviate the title of the programme from "Humanities as a Source of Creativity and Innovation" to simply "Creativity and Innovation". And I want to abbreviate it not simply because it is rather inelegant as it stands, not because I think the questions of how the humanities might be a source of innovation are unimportant, but because I think the humanities' understanding of the terms "creativity" and "innovation" is equally important. I would like to keep it open to that new understanding of the terms "creativity" and "innovation", because the humanities community is not universally comfortable with the discourse which surrounds creativity and innovation. For many of these it is outside our comfort zone; and we are uneasy with the ways in which the terms that seem to belong to the historic territory of the arts and humanities are being appropriated for the purposes, which we do not necessarily feel. Ms. Hartl has referred to mantras. One of the mantras of humanities research is "creative industries". And the discourse around the creative industries is something that we have to confront, something that we have to engage with, but it is not naturally our territory.

The essence of that tension is what I want to explore in this presentation with the aid of four stories. The first story is about naming and blaming.

In 1996-2004, the Arts and Humanities Research Board (AHRB) funded research in Arts and Humanities, operating as a company limited by guarantee, registered with the Charity Commission, responsible to a Board of Trustees representing Higher Education Funding Councils, Department of Education and Skills and Department of Culture, Media and Sport. Broadly speaking, it was within our comfort zone, in which culture was the dominant power.

In 2005, the Arts and Humanities Research Board became the Arts and Humanities Research Council (AHRC), one of the seven UK Research Councils, responsible first to the Office of Science and Innovation of the Department of Trade and Industry, and more recently to the Department for Innovation, Universities and Skills.

In 2004, the Arts and Humanities Research Board proposed to Research Councils a cross-Council programme on "Creativity and Culture". The idea was to explore what it meant to be a creative biochemist and what it meant to be a creative physicist, and what was the relationship between the arts' and humanities' understanding of creativity and the scientific understanding of creativity.

The proposal was considered and welcomed, but it came back to us in 2005. It came back to the Arts and Humanities Research **Council** retitled as "Creativity and Innovation". There was an obvious shift from "Creativity and Culture" to "Creativity and Innovation", and, I think, the shift below that from creative values to the value of creative activity. There is an underlying shift in the language from "creative imagination" to "creative skills" and "creative industries"; and an implicit shift from "critical enquiry" to "instrumental research": from blue-sky basic research to instrumental research for the benefit of the wider economy. And finally, there is a more or less explicit shift from "creative iconoclasm" and "transgressive creativity" to "pro-social" and "economic" creativity. There is a tendency in the discourse around creativity and innovation to forget that the creativity is in many senses dangerous: the creativity breaks rules, it does not necessarily follow them.

The tension between these two visions can be seen in the ideas of AHRC's funding agency, DIUS (Department of Innovation, Universities and Skills). Its Strategic Priority no. 1 is "*To accelerate the commercial exploitation of creativity and knowledge, through innovation and research, to create wealth, grow the economy, build successful businesses and improve the quality of life.*" No words about imagination and genius.

Against that let me quote Antonin Artaud, a surrealist apostate, one who was so surrealist that even the surrealists had to throw him out. Antonin Artaud says, "We are not free. The sky can still fall on our heads. And the theatre has been created to teach us that first of all." And for the theatre there I would take a wider idea of creativity.

There is a tension between those visions of the creativity: either instrumental or transgressive, which break rules. The point I want to make is that we ignore either side of the tension at our peril. We must engage both sides of that tension and try to find ways of pulling them together.

My second story goes through one of the great myths of European modernity: Adorno's myth of Odysseus.

As you remember, Odysseus is tied to the mast, in order to hear the beauty of the siren's song which lures ships on to the rocks, but cannot act. His men, their ears stuffed with wax, are able

to act and row to safety, but only because they cannot be distracted by the beauty of the song. So, in a sense, Odysseus makes himself powerless but able to appreciate beauty, and his men are powerful, are full of action, but cannot be distracted by beauty.

Adorno's pessimistic dialectic traps him in a radical and hostile separation between "genuine art" and "the culture industry". His response is to withdraw into the "difficult" dissonance of Schoenberg rather than engaging with the "easy" harmonies of Benny Goodman.

How to negotiate that dialectic – "creative values" and the instrumental "value of creativity", the pleasures of critical enquiry and the demands of public value – is the research challenge for the arts and humanities and for the programme on creativity and innovation.

My other great myth of modernity is Benjamin and the Angel of History. And I am simply going to tell Benjamin's story because he tells it better than I can abbreviate it. He says,

"A Klee painting named 'Angelus Novus' shows an angel looking as though he is moving away from something he is fixedly contemplating. His eyes are staring, his mouth is open, his wings are spread. This is how one pictures the angel of history. His face is turned towards the past. Where we perceive a chain of events, he sees one single catastrophe which keeps piling wreckage upon wreckage and hurls it in front of his feet. The angel would like to stay, awaken the dead, and make whole what has been smashed. But a storm is blowing from Paradise; it has got caught in his wings with such violence that the angel can no longer close them. This storm irresistibly propels him into the future to which his back is turned, while the pile of debris before him grows skyward. This storm is what we call progress."

(from Walter Benjamin, "Theses on the Philosophy of History," in W. Benjamin, *Illuminations: Essays and Reflections.* Hannah Arendt, ed. New York: Random House, 1988, pp. 257-258)

The questions I want to ask are: what happens to Benjamin's thesis on history if you replace *"progress"* with *"innovation"?* And following that, what happens when creativity and innovation are disconnected from history? Because I think that what innovation promises is a forward look, separated from history. And what Benjamin is talking about in terms of "progress" is a historical process.

So, what is to be done?

It seems to me that the research challenge of the "Creativity and Innovation" programme, as I am now calling it, for the HERA community may be posed as:

- How to hold the terms together?
- How to keep faith with the terms of creative values while investigating the value of creativity?
- How to embed the terms in which creativity is now valued while investigating and reframing creative values?
- How to keep faith with critical enquiry while remaining open to other methodologies and agenda?
- How to complicate instrumentalism while addressing the questions which instrumentality asks?
- How to use the skills, knowledge and values of research in arts and humanities to add value to the terms in which the debate has been conducted?

One of the key themes in the "Creativity and Innovation" programme comes around creative communities, and this is substantial literature that I am sure you know on the creative industries and creative cities.
- Hyde, Lewis. *The Gift: How the Creative Spirit Transforms the World.* Canongate Books Ltd, 2006.
- Edwards, David. *Artscience: Creativity in the post-Google Generation.* Harward University Press, 2008.
- Currid, Elizabeth. *The Warhol Economy: How Fashion, Art and Music drive New York City.* Princeton University Press, 2008.
- Florida, Richard. *The Rise of the Creative Class. And How It's Transforming Work, Leisure and Everyday Life.* Basic Books, 2002.

The problem with this literature to my mind is that it is anecdotal instead of properly empirical and is written in the tradition of the 19th century self-help manuals. It is written in the language of consultancy rather than of academic research. I think that one of the things that the programme might do is to raise some important research questions. We need a more critical, more "sociological", more humanistic, more European literature on the creative city, the creative community and the creative class. I think we also need to understand it from the perspective of the creative community – creative artists, performers, writers, designers – rather than simply from an academic perspective, from the outside looking in.

My final story is rather peculiar, it is an obituary.

Philip Hobsbaum was a teacher, critic and poet, born 1932, died 2005. He was a student of F.R. Leavis at Cambridge in the 1950s, and Leavis was tremendously influential on all his work. He taught first in a North London comprehensive, secondary school. He then became a Lecturer at Queen's University, Belfast in the early 1960s and moved from there to Glasgow, to become a Lecturer and subsequently a Professor of crea-

tive writing at Glasgow University from 1965 till his retirement in 1998. And it was while he was a Professor at Glasgow University and I was the Dean of the faculty in which he was teaching that we had an interesting and difficult relationship. So I am slightly surprised to be honouring him this way, and I am sure he would be surprised to discover I was honouring him. I think he might also be horrified.

The point of the story is that in a celebrity show, Ken Livingstone, the mayor of London and formerly the leader of the Greater London Council, which really initiated the cultural regeneration of London, was asked why a working class kid from the north of London had become interested in culture? He said, "That is easy. I had a wonderful English teacher at school, called Philip Hobsbaum."

Seamus Heaney, the Nobel laureate poet was asked why there was in Belfast in the 1960s a kind of cultural renaissance despite the troubles. Seamus Heaney said, "That is easy, Philip Hobsbaum had set up a writers' group and it inspired a whole generation of Northern Ireland writers."

Philip Hobsbaum then went to Glasgow and there he set up a similar salon, and he inspired writers like Alasdair Gray, James Kelman and Liz Lochhead in the 1980s.

So Philip Hobsbaum went from city to city, stayed in three urban locations and each was significantly "regenerated" by culture during his residence there. And my question is: how do you measure the economic impact of Philip Hobsbaum?

Let me conclude with three questions.

As well as the role of economics, funding, legislation, government policy, ideas, laboratories in the formation of creative communities, what is the role of the creative artist or the scholar passionately committed to creative values? And how do you read that in terms both of its creative value and of the value of creativity?

Secondly, *what happens when technical innovative capacity is disconnected from the humanistic values of creativity, imagination and engagement? And I think the answer is probably: "look around you; look at banks collapse after 20 years of unregulated creativity and innovation, separated from humanistic value and responsibility". This is what happens. We have to reconnect creativity and innovation with humanistic values.*

And finally, how do we address these questions as research questions, using the language of critical analysis rather than simply telling stories about them?

II. HUMANITIES ARE CHANGING

Young Scholars' Visions:
NEW RESEARCH THROUGH NEW RESEARCH INFRASTRUCTURES

This session showed how new research infrastructures are able to support humanities scholars, providing better access to online arts and humanities resources (e.g., digital archives and repositories). The session also demonstrated how technologies traditionally used in other areas of research (e.g., Time-enabled Geographical Information Systems – GIS) can be applied in interdisciplinary initiatives led by humanities scholars, enabling new insights into old research questions or leading to new research questions

being asked. As Professor Leersen said in his keynote speech, culture moves between countries and societies, affecting us all like the weather. The research infrastructures for the humanities must not be confined to national boundaries, as most of the panellists pointed out: the European-wide coordination of the development of new research infrastructures and the interoperability of online databases and archives are key to the future development of digital humanities.

"COMMON LANGUAGE RESOURCES AND TECHNOLOGY INFRASTRUCTURE NETWORK" (CLARIN)

Dr. Hanne Fersøe,
University of
Copenhagen

The launch of the CLARIN project was the result of a reflection on how to solve the major problem concerning the system of archive data storage. It is widely known that much data in digital archives is based on language that is only known to insiders; different archives are mostly unconnected and every archive has its own standards for storage and access. Usually, the researchers' access to the archives is limited merely to the retrieval of files: it is impossible for them in most cases to manipulate those files, e.g., comparing them. Moreover, social sciences and humanities researchers are not language or speech technology experts and are often not aware of the potential benefits of applying those technologies to the text, and the available tools of language analysis are hard to use for non-specialists.

As an answer to this challenging situation, the CLARIN mission is to create an infrastructure that would make language resources and technology available to scholars of all disciplines, especially social sciences and humanities, by uniting existing digital archives into a federation of archives with common web access and providing language and speech technology tools as web services operating on language-based data in archives.

The CLARIN consortium currently includes 32 partners from 22 EU and associated countries (and more on the "waiting list"). In addition, the CLARIN community has 138 members in 32 countries. The project is based on four earlier

initiatives called LangWeb, EARL, TELRI and DAM-LR, successfully merged following a suggestion made by ESFRI group. In the framework of CLARIN, the speech and multimodality, humanities and social sciences communities are currently underrepresented and several countries are still missing from the network.

"Important fragmentation and lack of coordination across countries in the field of language resources substantiate the need to construct a unique European infrastructure in this domain. Existing language tools can and should be shared and ported to cover different languages, most of the countries being unable to bear the cost of such a process on their own."

Aimed at the construction of the infrastructure for social sciences and humanities, CLARIN addresses the *Social Climate Change* as caused or reflected by such paradigms as mobility, minorities, language diversity and cultures in contact. The current situation, characterised by exponential growth of digital data and increasing maturity of language and speech technology, together with growing interest in research infrastructures at the European level, creates a prolific momentum for the development of CLARIN.

To identify accurately the needs of the users of the infrastructure (social sciences and humanities scholars) the CLARIN team will analyse a set of past and ongoing research projects in social sciences and humanities, initiate user consultation, launch pilot projects to show the network's potential, create expertise centres and implement awareness actions.

"'1641 DEPOSITIONS PROJECT' IN THE CONTEXT OF THE PROJECT 'DIGITAL RESEARCH INFRASTRUCTURE FOR THE ARTS AND HUMANITIES' (DARIAH)"

Dr. Elaine Murphy,
Trinity College Dublin

The "1641 Depositions Project" is a collaborative project between Trinity College Dublin, the University of Aberdeen and the University of Cambridge, funded by the Irish Research Council for the Humanities and Social Sciences, the United Kingdom's Arts and Humanities Research Council and the Library of Trinity College Dublin. This over-three-year project aims to conserve, digitise, transcribe and make the Depositions available online. The Depositions are detailed witness testimonies given by English and Scottish Protestants concerning their experience during the 1641 rebellion in Ireland, consisting of 31 volumes containing approximately 19 000 pages housed in the Library of Trinity College Dublin.

Some of the infrastructural requirements of the project include: (1) ensuring the long-term sustainability and availability of the digital archive, e.g., in relation to the storage and upgrading; (2) following best practice in relation to digitisation, preservation and presentation of the 1641 Depositions; and (3) guaranteeing interoperability of the 1641 Depositions with other e-resources.

The "1641 Depositions Project" needs full support of national and European institutions to ensure the availability of digital resources produced for future researchers and the interoperability of the archive with other digital humanities projects.

DARIAH, as a European project aimed at the support of digitisation of data, can help to promote comparative research and can allow the "1641 Depositions Project" to link into a broader European research network to share ideas, methods and expertise. Some of the areas of expertise where the "1641 Depositions Project" can benefit from being a part of DARIAH include:
• Tools and ICT methods for creation, preservation, access and dissemination of digital humanities among a wide range of European research projects;
• Gaining information on best practice and the implementation of quality standards for all aspects of the digital humanities;
• Ensuring the development of common policies and technology standards that will enable the long-term interoperability across collections.

"There is a real danger for digital humanities projects that we all operate in our own little insular research environments often not looking far beyond our own area of interests. Without an infrastructure in place, the long-term future of the research projects such as 1641 Depositions cannot be guaranteed. But once DARIAH and these structures become operational, we have an opportunity to ensure the viability of the digital humanities. With this in mind, we hope that DARIAH can provide the answers to some of the problems we must overcome, so that the '1641 Depositions Project' can become a flagship project for the digital humanities in Europe."

"INVESTIGATING HUMAN-ENVIRONMENT INTERACTIONS VIA ECO-CULTURAL NICHE MODELLING: RESULTS AND PROSPECTS"
(ESF-NSF Initiative "Eco niche modelling of past human populations")

Dr. William E. Banks,
PACEA – UMR5199
du CNRS, Talence

Eco-Cultural Niche Modelling is a new approach developed within the framework of grants from the European Science Foundation (OMLL programme and EUROCLIMATE project "RESOLuTION") and from the National Science Foundation (USA).

The purpose of the project is to examine how cultures and human groups reacted to rapid climate changes in the past. Over the past 15-20 years different scholars have used a variety of methods and data to address this issue, but their results have been varied and have failed to generate consensus.

The RESOLuTION project uses the Genetic Algorithm for Rule-Set Prediction (GARP) to evaluate the impact of climatic variability on human and animal populations. More specifically, it models and describes human organisational responses to specific climatic events and can be used to evaluate results both synchronically and diachronically.

The innovation that the project introduces, in comparison to past research, is the use of high-resolution climatic simulations derived from extremely precise climatic data for a number of parameters, such as sea surface temperatures, ice

volume, and the extent of sea ice. By integrating palaeoclimatic, chronological, and archaeological data into GARP, the project is able to reconstruct an ecological niche for a species, human beings in this case.

The essence of the project is having the ability to identify and examine the ecological niche exploited by a particular human adaptation during a given time period and project that eco-cultural niche model in another time period in order to comprehend whether human adaptation varied in conjunction with ecological changes and to monitor niche conservation or change.

A recent example of the implementation of this type is its application to the mechanisms behind Neanderthal extinction and whether their dis-appearance was principally driven by climate change or by competition with anatomically modern humans. Our results show that there was no niche contraction for Neanderthals before their disappearance, so their extinction was most likely provoked by the geographic expansion of modern humans into the ecological ranges exploited by late Neanderthal populations.

"I think the point to stress here is that none of these results would have been possible had we continued along the same vein and had we not really searched for collaborations with people in other disciplines, non-archaeologists. I think we can really make incredible headway here and none of this would be possible had we not broadened our perspective".

"TIME-ENABLED GEOGRAPHICAL INFORMATION SYSTEMS (GIS) AS A HUMANITIES RESEARCH INFRASTRUCTURE IN EUROPE"
(ESF EUROCORES Programme "Technology and the Making of Europe, 1850 to the Present" (Inventing Europe))

Dr. Ian Gregory,
Lancaster University

At its core the GIS is effectively a form of a database, but it is different from the conventional one. In the GIS each item of data is linked to a location on a map, thus the GIS is able to tell us very quickly and efficiently not only what is happening but also where it is happening.

One of the earliest manifestations of the GIS within the humanities was the advent of costly systems called National historical GISs in Great Britain, Germany, Belgium, Netherlands, USA, etc. Incidentally, the US Department of Labor identified geotechnology as one of the three most important emerging technologies along with bio-technology and nanotechnology. After having spent a lot of money and time building these GISs, the big question is what do they have to offer to historical research?

The GISs can be used in two distinctive ways. First, the project can be turned from the complex of dry and complicated statistics into a comprehensive source on local history, presenting history to "life-long learners".

Second, GISs demonstrate numerous scholarly benefits on a high academic level. There are various examples, when the use of the GIS breaks up well-established orthodoxies in the humanities in areas as varied as the study of the reasons of the infant mortality decline in Britain at the end of the 19th century or the research on the causes of frequent dust storms in the USA.

One problem with GIS, fundamental to the humanities, is that the GISs are based on statistical data, which is but rarely used in human sciences. To move towards more "humanities GISs", these systems should exploit other forms of data, such as texts, images, and films. Methods to include these elements do exist and can be illustrated by the Chinese historical GIS or the use of GISs in Literary studies, exemplified by a recent pilot project on the English Lake District. Furthermore, it is possible to rule this scheme to a much larger body, using corpus linguistics techniques and researching on geo-linguistics.

In terms of infrastructure, the databases needed to produce GISs often exist; the challenge is to properly integrate them on the Pan-European level. Methodologies of GIS production seem to be evolving organically, particularly concerning the use of qualitative resources.

"Although GIS may seem like a very simple and almost quite primitive architecture, I am convinced that it is going to lead and is leading to a major re-evaluation of how place and space and other concepts like that are approached within humanities research."

"FROM *MEDIOEVO LATINO* TO *MEDIOEVO EUROPEO*. A DIGITAL ARCHIVE FOR THE EUROPEAN CULTURES IN THE MIDDLE AGES"
(ESF – Union Académique Internationale (UAI) Research Infrastructure initiative)

Professor Lino Leonardi,
Università di Siena;
Fondazione Ezio
Franceschini, Florence

Medioevo Europeo is not yet a project but an idea of a new research infrastructure that some scholars representing European research institutions have recently shared and discovered as a common need for future research on European medieval culture.

Medieval cultures (Latin, Vernacular, Jewish, Arab, etc.) and their mutual relationships are one of the most old-fashioned fields of humanities in Europe. Despite being a traditional domain of study, it still has to address basic issues, such as identifying unknown authors, editing texts, describing manuscripts and understanding ancient languages. All over Europe, several research institutions provide this type of basic research and collect their results in databases. University departments, but more frequently academies and research foundations, are involved in the work of selecting the top-quality information and making it accessible to the research community – millions and millions of research records about different medieval traditions, most of them still offline, but in an electronic form.

SISMEL and Fondazione Ezio Franceschini have decided to publish online their whole 30-year-old bibliographic database "Medioevo Latino", and it appeared as the occasion to start a larger scale project: *Medioevo Europeo*.

"Eighteen research institutions from eight European states and from Israel were gathered in Florence and agreed on a common vision of a European research infrastructure about medieval cultures focused on digital and relational databases supported by information technologies and open to all languages and civilisations of medieval Europe. Such a project should open new research perspectives and diminish the fragmentation of the research on the European Middle Ages stemming from the lack of common access to information."

Medioevo Europeo aims to support a multicultural approach in the study of the European Middle Ages, assuring permanent and detailed connections among Latin, Romance, Germanic, Slavic, Greek, Arab and Hebrew areas. It would develop online databases about medieval authors, texts, bibliographies, languages, manuscripts and create a network of research institutions able to assure authority to the information provided by the online tools.

The project will concern three main areas of research: (1) authors' and texts' authority lists, with bibliography; (2) text-corpora and dictionaries; and (3) manuscripts and textual traditions.

"Such a research infrastructure will be founded on a natural hard core of excellence and traditional competences and will be open to the latest tools of information technologies. No doubt that it will change the way of conceiving research on the medieval formation of the European cultures."

"AN INTEROPERABLE SUPRANATIONAL INFRASTRUCTURE FOR DIGITAL EDITIONS (INTEREDITION)"
(COST Action ISO704)

Mr. Joris van Zundert,
Royal Dutch Academy
of Arts and Sciences

The advent of the internet was greeted with the hope of heralding an era of new methodology for scholarly digital editions and literary research. However, fifteen years on, scholarly "digitally born" editions online are by far less numerous than editions published on paper. Moreover, there is virtually no sign of use of the existing digital data from scholarly editions for research and analysis purposes, and it seems that there is no reuse of existing scholarly data or tools for creating new editions.

Most of the editions that are digitally available are closed source or do not adhere to standards for open access. This renders the actual text useless for further computational approach and virtually useless for research using advanced methodology. We can view the texts in PDF format or HTML pages, but most of the time we cannot download the full contents of the texts as one ASCII file, for example. Also, most of these editions make only available an "image" of text, aesthetically resembling a regular book. They do not provide the text in a full digital potential, with real digital functions.

It seems that one cause of this state of the art might be that the tools built and being used for developing digital editions are national, institutional or even personal endeavours. Usually these are isolated developments which tend to focus on producers' needs, generating monolithic products, which are in general not open access or open source and only show the text in its aesthetic form online.

At the same time, there is a strong theoretical perception within the community of scholars of what a digital edition should be. It should be digitally born (created directly online), collaborative and it should present a continuous research effort. Digital editions should be constructed from distributed digital sources and should be web services oriented.

A change of perspective in the production of digital editions might be an interesting way of achieving truly shared and usable digital editions. Putting interoperability at the focus will foster interaction with other digital editions and research, will enable international data sharing and will advance methodology by enabling the application of computational, statistical and/or empirical means to digital texts.

The project on the Interoperable Supranational Infrastructure for Digital Editions brings together about 40 researchers from 12 parties and is still growing. There are four working groups and a management committee for 2008-2012.

"Our main ambition is to deliver blueprints on how the distributed digital editions or the interoperable infrastructure bearing these distributed digital editions might be implemented. But we also want to have some proof of concept, prototypes that will show the viability of our concepts and that will show in a very limited way how these digital editions could and should be interoperable."

III. EUROPE MOBILISES FOR THE HUMANITIES

**Ways of Exploring the New Europe Migrations/Minorities/Majorities –
Humanities Research Unearths the Roots of European Diversity**

"MIGRATION AND IDENTITY FORMATION FROM ANTIQUITY TO THE MIDDLE AGES"
(Wittgenstein Prize, Austrian Science Fund)

Professor Walter Pohl,
University of Vienna,
Director of the Institute
for Medieval History
Research, Austrian
Academy of Sciences

"Migration and Identity Formation from Antiquity to the Middle Ages" is a project of international and long-term perspective financed by the Wittgenstein Prize, Austria's premium award for scientists, which Professor Pohl received in 2005. That award allowed an international network to be created, demonstrating how national research funding can be used to organise collaborative research on an international level. This initiative will hopefully be amplified into a European project, with input from a number of disciplines such as sociology, social anthropology, history, political science, thus stretching beyond humanities. The subject matter as such requires a long-term perspective.

Ethnic and national identities are a privileged way in which individuals can project themselves into a timeframe far beyond their lifespan and participate in a common past and a common future, regardless of how imagined or how real the past is. Understanding the strong political significance of ethnic identities, as well as their constructive and at times disruptive nature anchored in the past, may shed some light on identity challenges in today's Europe.

"Ethnic identities are both constructive and disruptive phenomena in the societies. Ethnic conflict may explode suddenly and violently, as was the case for instance in ex-Yugoslavia. I want to know what the force behind that is. I don't think we really know that so far."

There is a specific European way of making ethnic identities the basis of political power and individual self-perception which goes back to the early Middle Ages. In a thousand years of troubled history of wars and revolutions, the composition, territory and even the language of many European peoples changed. Therefore familiar names on the maps of medieval Europe do not represent nations in the modern sense. What we see are the states based on a notion of an ethnic community destined to rule over a certain territory by the grace of God.

Ethnic and religious identities have mostly been treated separately even though all early medieval states that used ethnicity as their basis were also Christian. National and ethnic myths are not only national but also religious.

"European tradition has brought nation and salvation in close conjunction, which even nowadays makes it so difficult to deal with national and ethnic issues. This is the direction that our research is going to take in the future. To study ethnic and religious identities in conjunction opens a broad interdisciplinary perspective about the role of ethnicity and religion in different societies."

Breaching the gap between the two fields in which ethnicity has traditionally been studied, i.e., in modern nations and tribal societies, the study of medieval identities remains a timely and policy-relevant subject.

As in many other big questions of the humanities research, the change of focus between close-ups on today's problems of European identities, for instance, and research into the distant past will help to understand the problems of our society a little better.

"ISLAM AND JUDAISM IN AL-ANDALUS"
(ERC Starting Independent Researcher Grant)

Dr. Esperanza Alfonso,
Universidad Complutense
de Madrid

This project, financed by the ERC, focuses on the coexistence of Christian, Muslim and Jewish ethnic and religious communities in Al-Andalus. An arena for scholarly attempts to test inter-faith relationships, this symbolically significant territory gave way to a set of misleading assumptions and myths oversimplifying cultural contacts between communities.

"Those who work with identity issues know that Manichaeism does not reflect our capability or incapacity to relate to the past or to understand how cultural contact worked in the past. It relates more to current problems, to the academia, politics, current and historical events and to the construction of contemporary identities."

Whereas the analysis is socially, politically and culturally defined, the interaction between religions and cultures may be presented in different ways. This problematic calls for multi-linguistic, cross-cultural and inter-disciplinary studies.

The "Islam and Judaism in Al-Andalus" project examines two major trends in the field: (1) Jewish culture in Al-Andalus as a Golden Age vs. Jewish culture in the Hispanic kingdoms as a period of decline; and (2) creative and productive symbiosis in Al-Andalus vs. isolation of the Jewish communities in the Hispanic kingdoms.

Focused on exclusively Jewish sources, the existing scholarly approaches are often confined to disciplinary borders and remain largely positivist and resilient to methodological innovations.

The "Islam and Judaism in Al-Andalus" project focuses on Late Medieval Sephardic Judaism as (1) a proper object of study, which has to be considered in its own right without comparison to former periods and (2) a part of a multi-linguistic and multi-cultural society, always by relation to Christian and Islamic culture produced in the same geographical area. Analysing the Hebrew Bible, for instance, as a concrete cultural artefact in the framework of the research offers transversality across disciplines coupled with unified coherence in its approach.

"This project can challenge all our previous assumptions about the existence of three groups in the Middle Ages and the ways in which they interacted. We will yet have to define how many cultures, how many groups of people we study and where we put the borders between them."

"HISTORICAL CARTOGRAPHIES OF EUROPE: MAPPING THE POSTCOLONIAL LANDSCAPE"
(HERA JRP Networking Grant)

Dr. Gurminder K. Bhambra,
Warwick University

The broad theme of the interdisciplinary project financed by the HERA Joint Research Programme Networking Grants is premised on the understanding that defining Europe is necessarily political and contested.

Europe has typically been represented in terms of its internal solidarities as defined against "others" from whom it seeks to distinguish itself. Cartographic practices have been integral to such processes. Cartography is understood not simply as "mapmaking" but also as a form of "cognitive mapping" which makes distinctions, creates boundaries and develops particular world views. This interdisciplinary project examines the naturalised cartographies of Europe from a post-colonial perspective, highlighting the construction and exclusion of non-European *"others"* from typical representations of Europe.

The main theme of the project relates to combining key insights from post-colonial theory with the emerging field of critical historical cartography to investigate the formation of collective identities before and after the nation-state. There is a general understanding that the post-colonial theory relates to thinking differently about the contemporary post-colonial situation; the project argues that historical narrative that informs our understanding has to be rethought and reconstructed as well in order to think differently about the future.

Even though the first set of themes addresses Europe as a cultural entity, the scholars are also interested in how the cultural is interconnected with political projects; therefore they examine the attempts to institutionalise Europe as a political subject with a historical mission in the context of the emergence and development of the European Union. The project also explores contemporary formations of identity in the light of changing understandings of "Europe" produced

by recent globalising developments and the rise of new economies in the "East", to which could be added the financial crisis. Finally, the project addresses the processes of boundary work at the outer edges of Europe – in Scandinavia, Turkey, Eastern Europe and the Arctic – as well as the erasure of (colonial) borders that stretch Europe politically into Africa, the Caribbean and South East Asia.

"If we are to understand the historical processes of inclusion and exclusion that have shaped, and continue to shape, Europe, it is necessary to understand the mapping of Europe across time and in (and from) different locations; locations which are both geographical and disciplinary. This is best done, and I would suggest can only be done, in collaboration with people working on and in different areas and disciplines from different theoretical perspectives, addressing common questions in their endeavours."

As Edward W. Said argues, it is necessary to make transparent the relationship between knowledge and politics "in the specific context… of [a] study, the subject matter, and its historical circumstances". It is only by locating and establishing the centrality of experiences hitherto ignored within the dominant accounts of "Europe" that the project seeks to address the implications of their exclusion and reflect upon the future consequences of their inclusion.

Understanding Europe in times of the postcolonial requires bringing forward the perspective of the world, i.e., to think of Europe from a global perspective, as well from other (non-European) perspectives both on Europe and on the world.

"CRIC – CULTURAL HERITAGE AND THE RE-CONSTRUCTION OF IDENTITIES AFTER CONFLICT"
(FP7 Collaborative Research Project)

Dr. Marie-Louise Stig Sorensen, University of Cambridge

"CRIC – Cultural Heritage and the Re-construction of Identities after Conflict" is a collaborative project within the programme on "The citizen in the European Union" financed by a EC 7th Framework Programme Grant and directed by the University of Cambridge. The project is conducted by an interdisciplinary and international team bringing together the knowledge and experiences from academia, museums and NGOs.

This project aims at investigating the ways the destruction and subsequent selective reconstruction of the cultural heritage impact identity formation. The project seeks to illuminate both the empirical and theoretical relationship between cultural heritage, conflict and identity. These intricate relationships are approached through five comparative case studies (Spain, Germany, France, Cyprus and Bosnia and Herzegovina) structured around the following questions: (1) what conditions and ideologies inspire the deliberate destruction of cultural heritage? and (2) what are the consequences of this destruction at local, national and regional levels, and what measures can be developed to better inform reconstruction processes?

The five case studies are intended to be different and complementary, giving us access to a rich diversity of this kind of instance in European history. This is a particular kind of comparative research, and I believe, one Europe needs. We cannot reduce European history to a simple version; we have to start by acknowledging and embracing its complexity.

1) Focusing on mourning and memory, the project investigates the material and social forms of mourning in response to the bombing in 2004 in Madrid, in order to be able to contrast that experience with the longer, more hidden process of mourning and memory in Spain associated with Guernica.

2) Dresden is a symbolic place in the representations about the war in Germany. The researchers will investigate the conditions of this selection as well as the process of creation of symbolic landscapes.

3) The part of the research studying France investigates the relationship between conflict and cultural heritage in the so-called "Eastern frontier". This area, disputed militarily at various times, bears the traces of repeated destructions and reconstructions and contains significant military heritage.

4) The case study on Cyprus focuses on the issue of ethnic tension, selective past and "neutral heritage" as part of the process of reconciliation. Destruction in the form of neglect, i.e., neglectful treatment or making invisible various parts of the heritage, is also addressed.

5) Finally, the scholars examine very traumatic events in European history related to the war in Bosnia in the 1990s. Studying transformations of meanings of heritage sites for different parts of the population and the role of the international

community in the reconstruction process, the project contributes to the understanding of ethnic conflicts in Europe and sheds light on the role of Islam in Europe.

Whilst learning from what goes wrong in history is an uneasy task, this project may teach us a lot. We have to acknowledge the role of the media and international organisations in the processes of destruction and reconstruction of cultural heritage as well as the resistance of local knowledge and the importance of change between generations.

"In addition to the global perspective, it is very important for European research to develop local perspectives. A lot of specific meanings, logics and resistances have formed at local levels; therefore local levels cannot just be understood as a scale diversion from the regional or national. I believe it might be an interesting challenge for European research to understand how we perceive the linkage between the different levels of social and cultural practices as well as the difference between those levels."

"CLIOHRES.NET – CREATING LINKS AND INNOVATIVE OVERVIEWS FOR A NEW HISTORY RESEARCH AGENDA FOR THE CITIZENS OF A GROWING EUROPE"
(FP6 Network of Excellence)

Professor Gudmundur Halfdanarson,
University of Iceland

Bringing together over 180 scholars from 45 universities in 31 countries, CLIOHRES.net is a five-year project started under the 6th Framework Programme Network of Excellence. It is a large collaborative project that works in close contact with CLIOHnet2 (History Thematic Network funded by ERASMUS), "Archipelago of Humanistic Thematic Networks" (20 Networks funded by ERASMUS) and with "Tuning Educational Structures in Europe". In the first three years of functioning, CLIOHRES.net has published 24 thematic and transversal volumes available both in paper and online.

Unlike many other research projects, CLIOHRES.net does not focus on specific issues but rather represents a large-scale research network in the area of history serving as a discussion platform for scholars and citizens in Europe and beyond. The project is based on a collaboration started in 1988-1989 within the ERASMUS programme.

This policy-relevant project aims at contributing to European citizenship by fostering a new critical view of the historical process in which Europe is built. It also starts from the idea that teaching and researching history is framed nationally: agendas and mentalities are defined largely in the national academic context; national (and disciplinary) academic communities are engaged in self-contained activities and debates; and the up-take and use of international research results are determined by the national agenda. The CLIOHRES.net project thus formulates the need to break these national frameworks in order to move historical research forward.

The participating scholars and doctoral students complete six macro-research projects on aspects of the formation and self-representation of European peoples, new perspectives, methodologies and sources, which are integrated around five transversal research themes (citizenship, identity, gender, migration, and discrimination and tolerance). The work is thus built into six thematic working groups: (1) States, Legislation, Institutions; (2) Power and Culture; (3) Religion and Philosophical Concepts; (4) Work, Gender and Society; (5) Frontiers and Identities; and (6) Europe and the World.

"We don't see research as something isolated from teaching. Therefore we believe that the scholars should bring results to bear on educational and research policy (including the relationship between education and research), school and higher education curricula. We should bring results to a broad public."

By bringing together researchers with diverse backgrounds, from different national and disciplinary perspectives as well as from various states of careers, the project has not only confirmed that diversity is manifested in all the facets of the network, but most importantly CLIOHRES.net has become a powerful tool for creating new research contacts and training doctoral students in an international context.

Something that you are very quick to see when you are assembling 180 researchers from all over Europe and beyond is that Europe is not a homogeneous cultural community; there are linguistic differences and different academic traditions. Yet, that is exactly why we need large research networks.

Commentator*:

Dr. Rüdiger Klein,
European Science
Foundation

We started the conference with a session entitled "Humanities Matter"; Professor Halfdanarson reminded us that all research conducted under the theme "New Europe's Migrations, Minorities, Majorities" is inherently policy-relevant. Yet, it takes some effort for impact to be achieved: the urgency of medievalist work, such as the project supported by the Wittgenstein Prize on identity formation a thousand and more years ago, is reflected in the tensions that are going on concerning the Slovak–Hungarian border. The work Dr. Alfonso presented on the cultural interactions between different faith communities in Al-Andalus is of eminent relevance whether we look at it from the point of view of the Israeli-Palestinian conflict, whether from within the Muslim world or whether from Europe, where we all are constantly reflecting on the different ways communities have been interacting and are interacting. Thus wherever we look in humanities research, we are talking about policy-relevant insights. The burning question for us is: does this research find its way into public debates? I think that Dr. Bhambra's presentation, emerging as it does from the new HERA universe, has made a very important point: perhaps it is not the worst of things to team up, early in the design of the projects, with people who have made it their profession not only to teach in an academic environment but also to reach out through the media to a wider public. We heard that a professional journalist is involved in this project as an academic. It is a very interesting experiment and I think we all should be looking forward to the results.

Another challenge to humanities research was presented by Jean-Michel Baer in his introductory words early in the day, when speaking about bordering, de-bordering or re-bordering that we are experiencing in Europe and elsewhere. He rightly recalled that borders are human and cultural, not natural constructs, this is the business of humans; therefore the study of the humanities imposes itself in the analysis of these processes. As humanities scholars, we are also examining representations of what these borders mean: as mere facts they mean little, if anything; they can move easily every year, whether under the impact of armed conflict or for other reasons. Thus it is the view of the world, whether through cartography or through other forms of iconography that HERA need to busy ourselves with: "how do we represent identity and diversity or indeed multiple identities?"

Coming to the question of scale, we must realise that we are dealing with eminently complex systems that humanities scholars are trying to disentangle. I heard about scales in three different dimensions, one being the geographical scale. There is clearly a need for local studies: we heard about the ways in which landscapes of conflict are changing and are impacting the way individuals, families, collectivities or nations perceive their mutually entangled histories. We heard about regions and how they can change over time, disassemble and reassemble themselves into nations. And we heard from Professor Halfdanarson that the processes of the formation of nations and identities need to be studied on a global scale. For all these levels you need specific linguistic and disciplinary expertise.

Finally, we should not forget time and the continuum from individuals to groups, the other two intimately interconnected levels of scale that we need to see reflected in historical research by humanities scholars. Whether single events, change over generations or secular ages – it is the way in which these dynamics are reflected in the destinies of individuals and groups that makes the humanities matter.

Let me close by coming back to the issue of interaction with non-academic environments: we heard from Dr. Stig Sorensen's presentation about the intervention of states, multistate alliances and non-governmental actors in the destiny of nations and collectivities, one of the hallmarks of present-day political realities, which cultural studies – also of historical developments – have to take into account. Thus I would encourage large-scale projects and programmes, such as HERA and others, to find or create fora in which such actors on the international scale are addressed and involved. In the 21ˢᵗ century we shall be moving into a world in which non-governmental entities – not for profit and for-profit – are as important as governmental agencies. If we fail to communicate with those actors that represent grass-root interests in society, we will fail to catch the signals that these new societies are sending us. Therefore I plead with all humanities scholars to truly present their results in such a way that not only "we" understand that humanities matter.

IV. EUROPEAN HUMANITIES MOVE

**Perspectives on "Global Humanities" –
European Humanities Research of the 21st Century will be Global**

"THE GLOBALISATION OF KNOWLEDGE AND ITS CONSEQUENCES: THE TRANSFER AND TRANSFORMATION PROCESSES OF KNOWLEDGE ACROSS DIFFERENT CULTURES"

Professor Jürgen Renn,
Max Planck Institute
for the History of Science,
Berlin

The aim of launching this research initiative in the field of globalisation studies is to focus on the dimension of these processes neglected until recently, i.e., the globalisation of knowledge. The globalisation of knowledge must be analysed by integrating diverse studies on the conditions, pathways and consequences of historical processes of the production, transmission and transformation of knowledge, relating them to the present processes of globalisation.

Understanding of these phenomena requires a new approach, that of a comparative history of knowledge on a large scale, in which present processes of globalisation are conceived as the outcome of historical developments and their interaction. In the 21st century, science represents globalised knowledge that benefits not only from creation and exploitation of new social and technological structures allowing the free flow of information, but that should also benefit from a historical awareness of the ways in which knowledge and technology have in the past spread throughout the world.

Evidently, globalisation comprises trans-cultural diffusion, integration and transformation of a broad variety of means of social cohesion ranging from goods to languages, belief systems or political and legal institutions. Globalisation incorporates a variety of processes; all of them characterised by the tension between unification and growing complexity.

Comprehensive globalisation processes result from a superposition of various layers, such as migration of population, spreading of technologies, dissemination of religious ideas and interaction of languages. While each of these processes has its own dynamics and history, it is their interaction that marks globalisation as we observe it in the present. The relation of different layers taking part in globalisation is not just one of mechanical succession; or else one could be certain that, for instance, globalisation of markets implies globalisation of political systems which is really not the case. Rather, the interaction between the various layers may lead to very different outcomes of globalisation.

In the past, phases of intense globalisation were often triggered by challenges such as an unstable equilibrium of population density, lack of nutrition resources, change of ecological conditions, emergence of new knowledge or new technologies or shifts in control and regulation mechanisms, leading to a transformation of established canons of spatial and epistemic order.

"The main goal of the research initiative is to explain the geographic diffusion of knowledge throughout history in terms of historical epistemological concepts. The initiative aims at the unified and systematic account of the globalisation of knowledge by means of large-scale comparative research grounded in empirical details".

The implementation of such a research project faces two major challenges: first, the diversity of data needed to realise a large-scale research initiative; and second, the lack of a common theoretical language for describing types, media and transfer processes of knowledge.

In order to overcome the first of these problems, the research initiative suggests establishing a global research network on globalisation of knowledge. Solving of the second problem requires development of a new common theoretical language for addressing the issue of globalisation of knowledge from a comparative perspective.

"Knowledge not only constitutes one of the aspects of globalisation, it represents a critical element in its development. In fact, it is the globalisation of knowledge as a historical process with its own dynamics that orchestrates the interaction of all the underlying layers of the globalisation."

It will only be possible to draw a large-scale picture of the role of knowledge in globalisation processes if the issue of knowledge is specifically taken up by the research within the individual projects that intend to participate in the initiative. At present, more than 40 independently organised projects have committed themselves to this initiative. The conceptual framework that will hopefully emerge from this endeavour will contribute to identifying the theoretical challenges posed by the globalisation of knowledge

and to guiding basic research that will lead to the solution of problems posed by current and future processes of globalisation. It will also give a chance for regaining autonomy of knowledge studies with regard to economic constraints dominating our perception of current globalisation processes.

"PROVIDING FIELD ACCESS FOR CLASSICAL ASIAN STUDIES"
(European Consortium for Asian Field Study (ECAF))

Professor Franciscus Verellen,
Director, École Française d'Extrême-Orient (EFEO); Chair, Steering Committee ECAF

The French School of Asian Studies (École Française d'Extrême-Orient, EFEO) has as its principal mission interdisciplinary research on the history and the civilisations of Asia. It covers the entire range of Asian studies in the region from India to Japan with a strong emphasis on South-East Asia. The defining characteristic of the EFEO is the importance it attributes to field work, essentially for historical reasons: the school started as an archaeological mission in Viet Nam and Cambodia in the 19ᵗʰ century, engaged in conservation activities and the creation of museums, both strongly linked with field research. Later, the institution spread into 12 countries in the region and operates today a network of 17 research installations from India to Japan, including China and the majority of countries in South-East Asia, unique in terms of its coverage and density.

In order for the EFEO to develop further, going beyond the national level towards a more European perspective, it was decided to open this network of research installations to European partnership. That is how one year ago the European Consortium for Asian Field Study (ECAF) was formed. Today it is a group of 33 leading European research institutions in different fields of Asian studies. The countries represented in the Consortium embrace not only EU member states, but also research centres from Eastern Europe and Russia, with their long and distinctive traditions of Asian studies.

"We wish to return to the age when there were no intellectual boundaries in Europe and the flow of information was very free and easy."

The main objectives of the project as defined by the Consortium agreement are as follows:

- to enhance access of academic and technical personnel to the installations of field research and training in Asia;
- to jointly develop these installations and the quality and the range of services they provide to researchers including graduate students;
- to pursue and foster joint interdisciplinary research programmes in the humanities and social sciences applied to the range of Asian societies and civilisations covered by the network of field installations available to the Consortium;
- to promote the integration of the European research area by joining in a network with provisions for exchanges in research and higher education and a sharing of academic resources in order to optimise institutions' joint capacity to conduct field work in Asia.

The importance of Asia for Europe today is undeniable. With the rising interest in Asian studies in recent years, European institutions of research and higher education are facing an increasing need to provide field access and research facilities in the region to their scholars and students. Field work constitutes a vital dimension in the study of Asian societies and civilisations in diverse disciplines of humanities. The field research facilities could also provide a solid ground for cooperation between European and local researchers, rending their findings more coherent and reliable. This cooperation is a very promising perspective, knowing that the whole education and research field in Asia is developing extremely rapidly and critically.

"Cultural relations, at the heart of 'soft power', have assumed a crucial importance within the overall exchanges between Europe and Asia. Recent tensions over Tibet, the image of China as an important contributor to the cultural heritage of mankind projected through the opening ceremony of the 2008 Olympic Games, the issue of intellectual property rights are but a few examples bearing this out. Europe possesses cultural assets to which countries like China, seeking to diversify their partnerships around the world, are extremely sensitive. European politicians who ignore this factor miss a vital opportunity. Hence the importance for the research community of finding a place for the humanities in our understanding of the historical and cultural forces that made Asia what it is on the world stage today."

"EURESCL – SLAVE TRADE, SLAVERY, ABOLITIONS AND THEIR LEGACIES IN EUROPEAN HISTORIES AND IDENTITIES"
(FP7 Collaborative Research Project)

Dr. Myriam Cottias,
CNRS/Université des
Antilles et de la Guyane

In recent years the social coherence of European societies has been questioned by the inheritance of the memory of colonial slavery. This debate on the slave trade, slavery and colonisation was present in diverse configurations on different levels of most European societies. The question of legacies and management of representations and social practices related to the history of slavery is being raised in European countries, often on the occasion of commemorations (1988 – 150th anniversary of slavery abolition in France, 2007 – bicentennial of slave trade abolition in the UK). In the very hearts of their home countries, individuals proclaiming to be descendants of slaves are questioning the basis of national identity. The worldwide debate on this matter tended to and partly succeeded to link the legacy of slavery and the management of the so-called "black issue".

"In that worldwide debate mixing history and current events, the topics of cultural diversity, social inclusion, citizenship, identity and struggle against contemporary forms of slavery are being raised in a new way in any European national entity. The responses which have been brought have remained of different kinds: there has been no attempt for a general thought rooted in a global European historical analysis of those questions. However, historically, colonial slave trade and slavery have contributed to elaborating and consolidating the definition of Europe from economic, cultural and intellectual points of view."

EURESCL aims to:
- Reinsert slave trade and slavery within the history of the construction of the European entity and identity in its historical and contemporary dimension, including research on modern slavery;
- Think of the slave trade, slavery and their abolitions in a global perspective, that is to consider a broad definition of Europe comprising in the same view the continent and the colonial and ex-colonial areas;
- Measure the impact of the slave trade and slavery in Europe at the political, economic, social, cultural, intellectual and memory levels;
- Analyse the multiple genealogies of the "black" issue and "black Diaspora" in Europe.

The project mobilises a large multidisciplinary partnership scheme, with participation of major research institutions from five member states (France, Denmark, United Kingdom, Spain and Portugal). In addition, four third countries are included in the research project, representing the former colonies of Europe (Canada, Haiti, Mexico and Senegal).

"TRIBUTARY EMPIRES COMPARED: ROMANS, MUGHALS AND OTTOMANS IN THE PRE-INDUSTRIAL WORLD FROM ANTIQUITY TILL THE TRANSITION TO MODERNITY"
(COST Action A36)

Dr. Peter Fibiger Bang,
University of
Copenhagen

Even though the subjects of empires and imperialism are very popular in today's sciences and popular culture, there has been no satisfactory interdisciplinary research on this issue. Moreover, the historiographies on different imperial systems have been shaped by our notion of the nation-state. If we want to break out of these models and to go beyond them in our understanding, we have to use comparative history, confronting different imperial experiences, trying to find actual parallels between them.

Tributary Empires Compared is a network of scholars from 15 European countries working on pre-industrial tributary empires. The network is a novel interdisciplinary initiative which attempts to promote comparative research, particularly on the Roman, Mughal and Ottoman imperial states and societies. The network functions through two annual meetings organised in collaboration by three working groups. Themes at these meetings have included imperial universalism, the character of courts and imperial households, sociological theory of power, long-term experience of provincial societies, empires and the generation of knowledge and science, resistance and decline.

The network is divided into three working groups analysing various aspects of tributary

empires. The first working group, "Empire and historical sociology", explores different ways of synthesising the character of tributary imperial systems. The second working group, "Central structures", examines central institutions of imperial governments. Topics include phenomena such as courts, military establishments and legal systems. In the third working group, "Experience of Empire", the focus is less on central government than on provincial populations and societies. It explores how different groups were either dominated by, responded to or even manipulated central authorities to put them to their own use.

The long-term funding provided by COST allowed the project to establish a continuous dialogue between hitherto separate historical disciplines and social sciences and to engage multiple dimensions of historical comparison (historiography, theory and comparative analyses). The project also implies a constant exchange of views between young researchers and graduates. The durable funding also gave to the researchers participating in the project the possibility to issue five collective volumes, which are not limited to conference proceedings, but constitute genuine books, founded on sustained and broad-ranging comparisons in global and multiple perspectives.

The main gain of the programme would be collaboration and continuity, illustrated by a series of collective or collaborative papers for a concluding conference next year. It is important to insist here on the collaborative and interdisciplinary character of the papers, which would allow the programme to rise above conventional borders between disciplines in humanities and social sciences in order to break out the established theories and schemes.

"There is a question of the utility of the research programme: how do we actually make ourselves interesting? It is a complicated issue, but I think that there are some programmes, even those presented during this panel, like globalisation or Asian studies, which would certainly have things in common with our findings and that would definitely present a space for debate or dialogue. And then, there is a huge field of security studies, where I suspect sometimes historical research might be very fruitful. We will also be able to engage in the debate on state formation and cultural studies in general."

Commentator*:

Professor Eila M. Helander,
University of Helsinki; Chair, the Academy of Finland's Research Council "Culture and Society"; HERA Network Board

It is clear to all of us that, due to globalisation, European research is in a totally new and challenging situation. The research focus is about to move beyond the influences of close neighbouring contacts and, due to globalisation, our cultures are changing in an unprecedented way. This process puts humanities research in a specific situation, and I think this was indicated in all four presentations.

Professor Renn noted that the systematic interaction in processes of intercultural transmission may be considered as antecedents of modern globalisation. Regardless of how we define globalisation, its present form – where economics, technology and various media play a central role – is a phenomenon which has developed within a course of history and context. We cannot look at globalisation only here and now. It has its roots and we have to focus on them as well. Furthermore, examining the processes of globalisation from the viewpoint of concept of knowledge opens a variety of research opportunities to the humanities. A question I want to raise is do scholars seize the available opportunities for claiming space for humanities research?

Globalisation implies an increasing need of knowledge of cultures outside Europe. Professor Verellen pointed out the importance of facilitating field research and long-term presence in Asia. The work of the Consortium for Asian Field Study is Europe-driven and includes a wide range of institutions from European countries with partners in Asia and Russia. Teaming up around specific research focused both intra- and intercontinentally is without a doubt the future way for the humanities. We heard earlier at this conference that involving countries outside Europe is also the trend in the future EU research financing policy. I was, however, wondering how did this cooperation influence the topics, style and direction of the research? What kind of new community of practices do we envisage for the future? We can also widen our focus and ask, for example, how the Asian, African or Latin-American scholars' own perspectives and views will shape European scholarship?

What emerged from the papers was a call for a more comparative approach. Professor Renn suggested comparative history on a large scale; Dr. Bang pointed out that hitherto classical empires have been treated mostly in separate contexts, and now re-examining the historical records of Empires within the research network attempts to inspire new perspectives and to result in new knowledge – not only about the past but perhaps about the present as well. Dr. Cottias talked about the continuity or lack of continuity of slave trade and slavery, and the comparative focus here is on the past and present.

All these cases demonstrate innovative new approaches. But there is a big challenge, which lies in theoretical and methodological issues involved in comparative studies and needs to be looked into carefully. I agree with Professor Renn, to integrate the findings of individual scholars within a coherent, empirically validated conceptual framework is one of the major challenges for future research collaboration.

Due to globalisation we cannot understand our own cultures if they are not put in relation with what is happening in other parts of the world. As stated earlier at this conference by Dr. Bhambra, we need to bring in non-European perspectives on Europe and the world as a whole. I think we have been very much Eurocentric in our research thus far, and if we think that European scholarship moves global, we have to look at issues from different perspectives. In the new global knowledge market everything influences everything, and I believe there is a need to widen our perspective and to observe the numerous new research opportunities, which globalisation presents to humanities.

"A DAWNING ERA FOR HUMANITIES: EUROPEAN HUMANITIES RESEARCH OF THE 21ˢᵀ CENTURY WILL BE UNDER GLOBAL SCRUTINY"
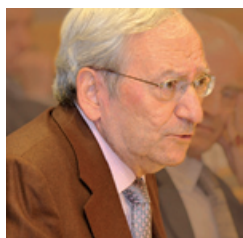
Dr. Kondlo Kwandiwe,
Human Sciences Research
Council, Pretoria

Professor Ovid J.L. Tzeng,
Academia Sinica; Chiang
Ching-Kuo Foundation,
Taiwan

Dr. Nicole A. Stahlmann,
American Council of
Learned Societies,
New York

**Professor Jean-Claude
Guédon,**
Université de Montréal;
Vice-President,
the Canadian Federation
for the Humanities and
Social Sciences

The debate on the need for a global vision of the future collaborative humanities research was followed by a discussion among the representatives of humanities research-funding and -performing organisations outside Europe (USA, Canada, South Africa and Taiwan). The purpose of the session was to see how non-Europeans perceive developments in the European Research Area.

Comparing European and South African research areas, Dr. Kwandiwe brought out the commonalities that reside in the growing tendency to promote interdisciplinary and policy-oriented research. Particular interest in security, rural societies, migration, cultural heritage, identity formation, and reconstruction of identities is common to both scientific communities.

According to Dr. Kwandiwe, the main strong characteristics of European humanities research cluster around the issues of examining and understanding technologies using cultural and historical lenses and researchers' emphasis on history, philosophy and religion studies. Humanities in South Africa have to cope with strong empiricism, instrumentalist perception of research and research findings, dominance of western paradigms, weakness of African philosophy and serious funding limitations. To face all these challenges, South African researchers need to establish effective collaborative networks.

Dr. Kwandiwe expressed his conviction that humanities should reflect more on such important issues as democratisation and democracy – topics which usually remain outside the traditional research focus of the humanities in Europe. Humanities could provide an important insight on how democracy can work for the poor and how it can be made more inclusive and participatory. Humanities should also address the challenges of social cohesion, such as racism and xenophobia; they need to determine ways of linking international economic freedom with political democracy in order to achieve human solidarity and peaceful co-existence.

While the opportunities for policy-relevant research in the humanities are increasing, one should also think, as Dr. Stahlmann warned, about how the interest in policy relevance may impact or even devalue traditional work and approaches in the humanities. Dr. Stahlmann remarked that the boundary between social sciences and humanities may often become blurred, especially from the point of view of funding organisations. Humanists do not solve problems; they interpret, discuss and debate; their

method of analysis is interpretation and speculation rather than strictly empirical investigation.

The issue of research data accessibility was taken up by Professor Guédon. In today's globalised research the gigantic amount of information raises the question of access to and interest in particular published material. In addition, the traditional existing channels are mostly locked up because publications in humanities are commercially unprofitable. Hence, according to Professor Guédon, to benefit from the globalisation of knowledge, we have to think seriously about the issue of open access. Granting access to scholarly works is extremely important for the constructive positioning of humanities research in society, reaching out beyond the purely scientific world.

Wide access to humanities research and data through new research infrastructures, e.g., through the National Digital Archive Programme in Taiwan, was also at the centre of Professor Tzeng's presentation. With its developed digital electronic infrastructure, Taiwan offers a great possibility to launch and support new projects such as the Digital Content Industry, which may revolutionise humanities research. Professor Tzeng stressed the importance of international collaboration, especially with European countries, involving data sharing, creating digital archives and promoting E-learning. He noted that although globalisation of science and education are among the phenomena shaping scientific and technological development in Taiwan, Europe remains underrepresented in the country's internationalised scientific context.

The issue of interdisciplinary collaborative humanities research was another major element of the discussion. According to Professor Guédon, the word "disciplinarity" is recent, it appeared in the 19ᵗʰ century, and it does not refer to the division of knowledge, but to the institutional settings and material goods that support research, such as journals, chairs, conferences, prizes, and grants. The division of knowledge is organised entirely differently. The problems with disciplinarity occur when the raised issues suddenly hit the boundaries of other disciplines, guarded as fortresses by researchers.

Professor Guédon supposed that in Europe, implicit or explicit rules imposed by funding organisations and requiring internationalisation and Europeanisation of research often lead to interdisciplinary team-building out of expediency. This therefore may be a positive factor for the sciences, forcing scholars to work together on

an unexpected basis and stimulating freshness of thought and innovation in research.

Dr. Stahlmann underlined that in order to make authentic collaborative research operative, scholars had to pay more attention also to the methods and means of collaboration. The issue of collaborative research remains problematic due to the lack of clear vision of definition and evaluation of collaborative research implementation.

In this light, Professor Guédon insisted on an urgent need for reflection on networks as a method of collaboration. Networks are human combinations, where individuality remains very active and performing but at the same time it has to work in a distinctive way with other nodes of the network. However, networks need to be open to and interactive with other networks; we should reflect on how to "mesh these networks together".

All these issues are highly significant in the frameworkws of global transition that humanities are now going through – the transition from "little humanities" to "big humanities". It means first and foremost the change of scale, such as the types of equipments researchers use, the size of projects, the size of data they rely on and the size of teams of scholars. As Professor Guédon explained, this transition did not come spontaneously from researchers, but from the change in the financing systems. This change occurs mostly due to the governments' will to stimulate research that would be policy-relevant and have practical impact on the cultural, political and social life of the societies that finance research all over the planet.

Commentator*:

Professor Nicholas Mann,
Vice-President,
All European Academies
(ALLEA); Former
Vice-President, the British
Academy

I will not attempt to synthesise the debate, not just because it is impossible, but because in fact it is not useful. What I would like to do is first to pick up from the four presentations some points that seem to be crucial, and then to offer a few reflections about the direction in which we have moved outwards. In particular, in this last session, we have seen ourselves as others see us, in a way the most valuable form of reflection that we could be brought to.

Who would have thought, for example, that as humanities scholars we should be considering our role as supporters of a fragile emerging democracy? We do not usually consider ourselves as defenders of democracy. Maybe we should think about all the implications it has for the role that we might play if we want to join hands with African colleagues in collaborative ventures.

The story that Professor Tzeng told us is one of evolving development, because he told us of the beginning of the recovery of the Taiwanese economy and culture and of its effects. This incredible success story, which I know from my own visit to Taiwan, is one where the humanities had on the whole been absent until most recently, and where a huge effort is now being made to bring them in.

Thinking about Dr. Kwandiwe's presentation, I would say in particular that we should remember how much material for the study of other civilisations is actually to be found in our own collections. We have a lot to give, but we also have a lot to learn. If we are to reach out globally,

we must go not as imperialists with our methods and our networks and all the rest, but in a spirit in which we can learn from our colleagues in other countries.

The two last papers seem to me to form a slightly different block. They were both in utterly useful ways critical. For example, I found really instructive Dr. Stahlmann's reflection that upon listening to many of the papers in the last two days, she came to the conclusion that most of us were social scientists. It suggests to me that there is something odd about the discourse of this assembly of social scientists and humanities scholars. We have been profoundly corrupted by the discourse of funding agencies that make us present the humanities issues as if they were social science ones. I am all in favour of interdisciplinarity, and am not arguing against it, but when we reflect on these matters, we might take note of the extent to which the methods, assumptions and approaches of the humanities have become affected by the methodologies and the paradigms of the social sciences. And I think that it is worth remembering, and repeating that our role as humanities scholars is to create problems.

Finally, I come to Professor Guédon's paper, which for me highlighted the extent to which we repeat mantras: diversity, networks, interdisciplinarity, self-reflectivity and so on. In 1926, if I remember correctly, the Hamburg art historian Aby Warburg described himself as living in a state of constant struggle with what he called the

Grenzschutzpolizei – the border police, who were the art historians and other specialists guarding the borders of their disciplines. He was in 1926 concerned that his discipline had become too narrowly enclosed by these boundaries, and yet when we talk about interdisciplinarity today we seem to think that we have just invented it.

The question as to what exactly we mean by interdisciplinarity seems to me to be one of the most interesting things to have emerged from the conference as a whole. It has been raised by several speakers with great precision and with much clarity, and it is something we need to go on debating. My own conviction is that you cannot have interdisciplinarity without having disciplines. In order to achieve successful collaborative work across disciplines and between disciplines, and to ensure that the borders come down, the originators must have their feet firmly planted in a discipline.

I come to a few final points. It seems to me that no one who has attended this conference could be in any doubt that the humanities are alive and well. At the same time, they increasingly bring with them a daunting collection of administrative structures, and it was striking that a number of speakers were remarkably obsessed by the problems of administration, work packages and all those things. These are clearly a *sine qua non* of the way in which we operate given the funding structures we have, but they should not become an alternative to intellectual activity.

So, we have humanities and interdisciplinarity in Europe, a Europe which emerged as a comfort zone from the very beginning of the conference. And I ask myself now, after all I have heard, and as we leave the comfort zone, moving beyond Europe to the global world, whether we are going to be comfortable there and whether we will know how to move. Today's papers provided a number of interesting models for ways in which one might proceed, but again it was clear that in order to reach out you have to have your base secure. *"In order to go global you have to be sure what it means to be European. And I believe that to be sure what it means to be European you have to be sure what it is to be of your own nation. So the process of building up from national to European and then to global research is one which we need to develop further, even though the globalisation of research is already going very fast, partly thanks to the funding generated by European organisations."*

CLOSING REMARKS*

Ms. Martina Hartl,
Chair, COST Domain
Committee ISCH; Federal
Ministry of Education,
Science, Culture and
Research, Austria

What I have seen in the last days is that there are many diverse ways of how humanities act, how they interact, how they cooperate, and there are various demands of how the funding should be done. I really can see that there is a kind of task for policy makers to render diverse fields of the humanities reflected in the diverse funding opportunities we will give them. So I think it is a demand we shall fulfil as policy makers and as funders in order to give to the humanities the right framework for research projects, networks, and training opportunities as diverse as the field is.

Dr. Pascal Dissard,
EC Directorate General
for Research, Unit L4
"Scientific Culture and
Gender Issues"

We started to discuss this idea of a big conference aiming at showcasing humanities research at the European level two years ago. It has been a long way to implement it, we made it. Therefore I would like to express my gratitude to all the stakeholders and the scientific community.

Yesterday, Professor Arne Jarrick asked a very interesting question, but a question without answer. He said that about 30-40 years ago there was reluctance from the scientific community to be involved in this collaborative research at the European level, but things have changed recently – why? Again, I do not have the answer, but we can assume that all the links we recently developed between different institutions – for example, the European Commission and ESF – helped the scientific community to understand that there is room for all the facets of humanities research at the European level: for fundamental or frontier research, as well as for policy-relevant research.

Why for policy-relevant research? As stated by Professor Mann "the role of humanities was not to solve problems, but to create problems" and it is probably the reason why policy makers need humanities research. So please, dear colleagues, keep mobilising yourselves for all the facets of humanities research – from basic to policy-relevant and problem-oriented.

Ms. Annemarie Bos,
Director, Netherlands
Organisation for
Scientific Research
(NWO); Coordinator
of HERA

I am immensely proud of what HERA has accomplished in nearly four years of its existence. With this fourth and for the moment last official conference, HERA has been developed into a pan-European display of humanities collaborative research. During these days we have brought together researchers supported by all major international public funding institutions in Europe: the European Commission Framework Programme, HERA, the European Research Council, the European Science Foundation and COST.

Under the title "European Diversities – European Identities" we have been presented with a broad spectrum of the most challenging collaborative research projects in humanities. This spectrum is not only a proof of the diversity of humanities research; these presentations have demonstrated their relevance for Europe and indicated future avenues for humanities research.

It is the last HERA conference, but it will not be the last you will hear from HERA. It can be seen as the beginning of the next phase of the European collaboration in humanities research. Next year HERA will launch the two joint research programmes which were presented to you by Professor Leersen and Professor Caughie at the start of this conference, i.e., "Cultural Dynamics: Inheritance and Identity" and "Humanities as a Source of Creativity and Innovation". Thirteen national research councils have been putting together funds in a real common pot, which is not only innovative for the humanities, but for almost all fields of research in Europe. This means HERA will open a substantial call for proposals for joint research projects, and we hope it will even be made more substantial by ERA-Net Plus funding from the European Commission. The research communities in different European countries are ready for that. The enormous enthusiasm of researchers for the joint research programmes was made apparent in the Matchmaking event in Paris, in March 2008, for which we got over 600 applications, and in the networking activities organised this fall. The national councils united in HERA have asked the ESF to be the handling agency for this huge project. This means that we look ahead to a bright future for HERA.

It brings me to my very last remark. I would like to express our gratitude to the co-organisers of this conference: COST, the European Commission and the European Research Council, but especially to ESF and in particular I would like to express our thanks to Rüdiger Klein and Julia Boman.

ANNEX

CONFERENCE PROGRAMME

4th HERA Annual Conference

"European diversities – European identities"

1st European Conference for Collaborative Humanities Research (ECCHR)

Maison de la Région Alsace, Strasbourg, 8-9 October 2008

OBJECTIVES

Three HERA[1] annual conferences have helped to bring together, since 2005, Humanities scholars and policy makers to debate, in new ways, the role of Humanities in contemporary society under topics such as global development and culture, security and identity, the digital age and foresight.

For the first time, this 4th HERA conference will feature researchers supported by all major supra- and transnational public research funders for the Humanities in Europe:
• the European Commission's FP6 and FP7 ("Cooperation"/"Ideas" (ERC));
• European Science Foundation (ESF) supporting through its Standing Committee for the Humanities (SCH) and together with its Member Organisations, collaborative research in the Humanities;
• COST which, through intergovernmental arrangements, is supporting the networking of research;
• HERA ("Humanities in the European Research Area") which, through inter-agency arrangements, is supporting collaborative research in fields of economic and cultural relevance ("Creativity and Innovation" and "Cultural Dynamics").

Under the title "European diversities – European identities" this conference will gather some of the best contributions of collaborative Humanities research in Europe – from innovative excellence by small research teams all the way to directly policy-relevant research production of major networks engaged in comparative and collaborative work.

Humanities scholarship, with its understanding of diversity and identity – in race, gender, culture, religion and language – is uniquely equipped to address some of the main problems in contemporary, rapidly changing European society. Humanities scholarship possesses the tools to link human prehistory and present-day concerns (e.g. environment, food, mobility) and is well placed to pinpoint the position of Europe in global change processes that are encompassing humanity at large.

With its focus on emerging trends in Humanities research and the growing demand for insights from Human Sciences, this conference will discuss the necessary links between policy-related research and blue sky research: scholars and policy-makers alike will explore to what extent support for curiosity-driven research is needed, so that advances in applicable knowledge can be made.

Local Organisers:
• **Dr. Rüdiger Klein** and **Ms. Julia Boman** (European Science Foundation)

Organising Committee:
• **Ms. Annemarie Bos** and **Ms. Alice Dijkstra** (Netherlands Organisation for Scientific Research (NWO); HERA coordinator)
• **Dr. Johannes Klumpers** and **Dr. Pascal Dissard** (EC Directorate-General for Research)
• **Dr. Rüdiger Klein** and **Ms. Julia Boman** (European Science Foundation)
• **Ms. Francesca Boscolo** (COST Office)

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1. HERA is a consortium of (inter)national funding organisations and European Science Foundation (ESF) committed to further the importance of humanities research and to create new funding opportunities for humanities research.

WEDNESDAY 8 OCTOBER 2008

9:00 - 11:00   Registration of participants and welcome coffee

I. "Humanities Matter"

11:00   *Session 1 (Hemicycle):*
       Opening statements

       "Humanities at the heart of the European Research Area"
       Mr. Jean-Michel Baer (Director, Science, economy and society Directorate, European Commission – DG Research)

       • **Prof. Philip Esler**
         (Chief Executive, Arts and Humanities Research Council; Chair, HERA Network Board)

       • **Mr. Marc Ivaldi**
         (Director, the Division of Humanities and Social Sciences – Ministry of Higher Education and Research, France)

       • **Prof. Alain Peyraube**
         (Directeur de recherche at CNRS and Directeur d'Études of Chinese Linguistics at EHESS, Paris;
         member of the ERC Scientific Council)

       • **Prof. Gretty Mirdal**
         (University of Copenhagen; Chair, ESF Standing Committee for the Humanities (SCH))

       • **Ms. Martina Hartl**
         (Chair, COST Domain Committee ISCH, Federal Ministry of Education, Science, Culture and Research, Austria)

       Humanities in the European Research Area: HERA Joint Research Programme

12:30   **Key note statement 1: "Cultural Dynamics: Inheritance and Identity"**
       (Prof. Joep Th. Leersen, University of Amsterdam)

12:45   **Key note statement 2: "Humanities as a Source of Creativity and Innovation"**
       (Prof. John Caughie, University of Glasgow)

13:00   Lunch

II. "Humanities are Changing"

14:30   *Session 2 (Hemicycle):*
       "Young Scholars' Visions: New Research through New Research Infrastructures"
       (6 x 10 min. presentations; 15 min. general discussion)

       • **Common Language Resources and Technology Infrastructure Network (CLARIN)**
         (Dr. Hanne Fersøe, University of Copenhagen)

       • **"1641 Depositions Project" in the context of project "Digital Research Infrastructure for the Arts and Humanities"**
         (DARIAH) (Dr. Elaine Murphy, Trinity College Dublin)

       • **Investigating Human-Environment Interactions via Eco-Cultural Niche Modeling: Results and Prospects**
         (Dr. William E. Banks, PACEA – UMR 5199 du CNRS, Talence; NSF International Research Fellow; ESF-NSF Initiative
         "Eco niche modelling of past human populations")

       • **Time-enabled GIS as a Humanities Research Infrastructure for Europe**
         (Dr. Ian Gregory, Lancaster University; ESF EUROCORES Programme "Technology and the Making of Europe,
         1850 to the Present" (Inventing Europe))

       • **"From Medievo Latino to Medievo Europeo. A Digital Archive for the European Cultures in the Middle Ages"**
         (Prof. Lino Leonardi, Università di Siena; Fondazione Ezio Franceschini, Florence; ESF-Union Académique
         Internationale (UAI) Research Infrastructure initiative)

       • **"An Interoperable Supranational Infrastructure for Digital Editions (Interedition)"**
         (Mr. Joris van Zundert, Royal Dutch Academy of Arts and Sciences; COST Action IS0704: An Interoperable
         Supranational Infrastructure for Digital Editions (Interedition))

       Chair: **Prof. Maria Ågren** (Uppsala University)

15:45	Coffee Break

16:15   ***Session 3:***
Three breakout sessions "On Global Changes and Challenges"
(4 x 15 min. presentations; 15 min. general discussion)

Room 1:   *Securities*
Humanities Research Adds New Dimensions to the Concept of "Security":

- **"A Cultural History of Technologies: Technology and the Making of Europe, 1850 to the Present"**
  (Prof. Johan W. Schot, the Technical University Eindhoven, Chair, Scientific Committee ESF EUROCORES Programme "Technology and the Making of Europe, 1850 to the Present" (Inventing Europe))

- **"Converging and Conflicting Ethical Values in the Internal/External Security Continuum in Europe"**
  (Dr. Stephan Davidshoefer; International Peace Research Institute (PRIO), Oslo; FP 7/COST Action A24: The Evolving Social Construction of Threats)

- **"New Sciences of Protection: Designing Safe Living"**
  (Prof. Cynthia Weber, Lancaster University; ESF-NATO Forward Look "Security: advancing a framework for inquiry (SAFE)")

- **"Standard Drugs and Drug Standards. A Comparative Historical Study of Pharmaceuticals in the 20ᵗʰ century"** (DRUGS)
  (Prof. Christian Bonah, Université Strasbourg I Louis Pasteur; ESF Research Networking Programme "DRUGS")

Chair: Dr. Gulnara Roll (University of Tartu)
Commentator: Dr. Maria Wikse (Riksbankens Jubileumsfond, Stockholm)

Room 2:   *Environments*
Humanities Research Explores New Faces of the Environment:

- **"Humans in Outer Space"**
  (Prof. Luca Codignola-Bo, Institute of History of Mediterranean Europe (ISEM); Consiglio nazionale delle Ricerche (CNR); ESA-ESF "Humans in Outer Space" Initiative)

- **"Historical Biodiversity Research and Scientific Research Collections"**
  (Dr. Christoph L. Häuser, Staatliches Museum für Naturkunde, Stuttgart; OECD Global Science Forum)

- **"The Study of European Rural Societies"** (PROGRESSORE)
  (Prof. Gérard Béaur, CNRS-EHESS Centre de Recherches Historiques, Paris; COST Action A35: Programme for the Study of European Rural Societies (PROGRESSORE))

- **COST-ESF Network of Networks "New Perspectives for Landscape Studies"**
  (Dr. Almudena Orejas, Consejo Superior de Investigaciones Cientificas, Instituto de Historia, Madrid; COST Action A27: Understanding pre-industrial structures in rural and mining landscapes)

Chair: Prof. J.H.F. Bloemers (Emeritus Professor Archaeological Heritage Management, University of Amsterdam; Chair, ESF-COST synergy activity "Landscape Studies")
Commentator: Prof. Poul Holm (Trinity College Dublin)

Room 3:   *Communication*
Humanities Research Combines Culture and Cognition:

- **Pioneers of Melanesia: Interdisciplinary Approaches to Linguistic History**
  (Dr. Eva Lindström, Stockholm University; ESF EUROCORES Programme "OMLL – Origins of Man, Language and Languages")

- **Understanding and Misunderstanding: Cognition, Mind and Culture**
  (Dr. Andreas Roepstorff, University of Aarhus; HERA Working Group)

- **East of West: Setting a New Central and Eastern European Media Research Agenda**
  (Dr. Sabina Mihelj, Loughborough University; COST Action A30: East of West: Setting a New Central and Eastern European Media Research Agenda)

- **"DYLAN – Language Dynamics and Management of Diversity"**
  (Prof. Anne-Claude Berthoud, Université de Lausanne, FP6).

Chair: Prof. Wolfgang Mackiewicz (Freie Universität Berlin; Chair, the Expert Group on the Humanities (FP7))
Commentator: Dr. Arianna Betti (Vrije Universiteit Amsterdam; ERC Starting Grant)

17:30	**Reporting: new questions – any answers?** *(Hemicycle)* (3 x 10 min. reporting by Panel Chairs)
18:00	***Q&A Session (Hemicycle):*** "New Humanities research in Europe – science policy perspectives" **Mr. Jean-Michel Baer** (European Commission), **Prof. Alain Peyraube** (ERC), **Prof. Gretty Mirdal** (ESF), **Prof. Philip Esler** (HERA), **Ms. Martina Hartl** (COST)
18:30	Departure from Region Alsace by bus to Château de l'Ile (drinks and dinner)

THURSDAY 9 OCTOBER 2008

III. "Europe Mobilises for the Humanities"

09:00	***Session 4 (Hemicycle):*** **"Ways of Exploring the new Europe: Migrations/Minorities/Majorities"** *Humanities Research Unearths the Roots of European Diversity* (5 x 10 min. presentations; 30 min. general discussion) • **"Migration and identity formation from Antiquity to the Middle Ages"** (Prof. Walter Pohl, University of Vienna, Director of the Institute of Medieval Research; Wittgenstein Prize; Austrian Academy of Sciences) • **Islam and Judaism in Al-Andalus** (Dr. Esperanza Alfonso, Universidad Complutense de Madrid; Humanities Spring; ERC Starting Grant) • **Historical Cartographies of Europe: Mapping the Postcolonial Landscape** (Dr. Gurminder K. Bhambra, Warwick University; HERA JRP Networking Grants) • **"CRIC – Cultural Heritage and the Re-construction of Identities after Conflict"** (Dr. Marie-Louise Stig Sorensen, University of Cambridge; (FP7)) • **"CLIOHRES.net – Creating Links and Innovative Overviews for a New History Research Agenda for the Citizens of a Growing Europe"** (Prof. Kathy Isaacs, Università di Pisa and Prof. Gudmundur Halfdanarson, University of Iceland, FP6) **Chair: Prof. Milena Zic-Fuchs** (Academy of Sciences, Croatia; SCH Core Group) **Commentator: Dr. Rüdiger Klein** (European Science Foundation)
10:20	Coffee Break
10:45	***Session 5:*** **Three breakout sessions: "Mobilising in Time, Mind and Space"** (4 x 15 min. presentations; 15 min. general discussion)
Room 1:	*Convergences and Commonalities* *Humanities Research Tackles the Nexus of Changing Knowledge and Technologies in a Cultural Context:* • **"Converging Technologies for a Diverse Europe"** (Prof. Daniel Andler, Université Paris-Sorbonne IV (FP6)) • **"Urban Flows: Inhabiting Trans-nationalism in European Cities"** (Prof. Maria Kaika, School of Environment and Development, University of Manchester; ESF Interdisciplinary Initiative "Urban Studies") • **SCH/SCSS Foresight Initiative "New Media Studies – New Literacies"** (Prof. Kirsten Drotner, Chair, the Danish Research Council for the Humanities; HERA Network Board) • **"Stability and Adaptation of Classification Systems in a Cross-cultural Perspective"** (Dr. Thekla Wiebusch, CNRS, Centre de Recherches Linguistiques sur l'Asie Orientale (CRlAO), Paris; COST Action A31: Stability and adaptation of classification systems in a cross-cultural perspective)

Chair: Prof. Jacques P. Dubucs (Director, Institut d'Histoire et de Philosophie des Sciences et des Techniques, CNRS, Paris; SCH Core Group)
Commentator: Prof. Arne Jarrick (Stockholm University; Secretary General, Humanities and Social Sciences, Swedish Research Council; HERA Network Board)

Room 2:	***Consciousness and Culture***

Humanities Research Explains Evolutionary and Cultural Diversities:

- **"Cross-cultural Research into Partner Choice"**
  (Dr. William Brown, Brunel University, UK; project proposal under ESF EUROCORES Programme "TECT – The Evolution of Cooperation and Trading")
- **"Consciousness and Religion"**
  (Prof. Armin W. Geertz, R., University of Aarhus; Pillar "Cognition" in ESF Forward Look "Religion and Belief Systems"; and FP6 NEST Pathfinder "Explaining Religion")
- **"Cultural, Philosophical and Scientific Discourses of Human Dignity"**
  (Prof. Marcus Düwell, Utrecht University; SCH-UAI (Union Académique Internationale) initiative "Human Dignity")
- **"Musomed – Mutual Sources on Modern Mediterranean Architecture: towards an open and shared system"**
  (Dr. Mercedes Volait, CNRS/Institut National d'Histoire de l'Art, Paris (FP6))

Chair: Prof. Ewa Dahlig-Turek (Dep. Director for Research, Polish Academy of Sciences; SCH member)
Commentator: Prof. Ulrike Landfester (University of St Gallen; Swiss national Science Foundation; SCH member)

Room 3:	***Compositions***

Humanities Research Identifies the Constituent Parts of European Identities:

- **"BOREAS – Histories from the North"**
  (Prof. Gísli Pálsson, University of Iceland; ESF EUROCORES Programme "Histories from the North – environments, movements, narratives" (BOREAS))
- **"Balkan Histories: Shared, Connected, Entangled"**
  (Prof. Roumen Daskalov, New Bulgarian University; ERC Advanced Grant)
- **"Ramses2 – Network of Excellence of Research Centers in Human Sciences on the Mediterranean Area"**
  (Dr. Thierry Fabre, CNRS/Maison Méditerranéenne des Sciences de l'Homme, Aix-en-Provence (FP6))
- **"Representations of the Past: Writing of National Histories in Europe"**
  (Prof. Stefan Berger, Jean-Monnet-Centre of Excellence, The University of Manchester; ESF Research Networking Programme)

Chair: Prof. Jerca Vodusek-Staric (Institute of Contemporary History, Ljubljana; University of Maribor; HERA Network Board)
Commentator: Prof. Vincent Comerford (National University of Ireland; Member, the Irish Research Council for the Humanities and Social Sciences)

12:00	**Reporting: new questions – any answers?** *(Hemicycle)* (3 x 10 min. reporting by Panel Chairs)
12:30	Lunch

IV. "European Humanities move" *(Hemicycle)*

14:00	***Session 6:***

Perspectives on "Global Humanities"

European Humanities Research of the 21st Century will be Global
(4 x 15 min. presentations; 30 min. general discussion)

- **"The Globalisation of Knowledge and its Consequences"**
  (Prof. Jürgen Renn, Max Planck Institute for the History of Science, Berlin)
- **"Providing Field Access for Classical Asian Studies"**
  (Prof. Franciscus Verellen, Director, École Française d'Extrême-Orient; Chair, Steering Committee European Consortium for Asian Field study, ECAF)

- **"EURESCL – Slave Trade, Slavery, Abolitions and their Legacies in European Histories and Identities"**
  (Dr. Myriam Cottias, CNRS/Université des Antilles et de la Guyane (FP7))
- **"Tributary Empires Compared: Romans, Mughals and Ottomans in the Pre-industrial World from Antiquity till the Transition to Modernity"**
  (Dr. Peter Fibiger Bang, University of Copenhagen; COST Action A36: Tributary Empires Compared: Romans, Mughals and Ottomans in the pre-industrial world from antiquity till the transition to modernity)

Chair: Prof. Luís Adão da Fonseca (Universidade Lusíada Porto; former SCH member)

Commentator: Prof. Eila M. Helander (University of Helsinki; Chair, the Academy of Finland's Research Council "Culture and Society"; HERA Network Board)

15:30	Coffee Break

15:45	***Session 7 (Hemicycle):*** ***"A dawning ERA for Humanities"*** *European Humanities Research of the 21st Century will be under Global Scrutiny* (4 x 10 min presentations; 20 min general discussion) • **Dr. Kondlo Kwandiwe** (Human Sciences Research Council, Pretoria) • **Prof. Ovid J. L. Tzeng** (Distinguished Research Fellow and Academician, Academia Sinica; Board Member, Chiang Ching-Kuo Foundation, Taiwan) • **Dr. Nicole A. Stahlmann** (American Council of Learned Societies, New York) • **Prof. Jean-Claude Guédon** (Université de Montréal; Vice-President, the Canadian Society for the Humanities and Social Sciences) **Chair:** Prof. Milena Zic-Fuchs (Academy of Sciences, Croatia; SCH Core Group) **Commentator:** Prof. Nicholas Mann (Vice-President, ALLEA; former Vice-President, the British Academy)

16:45	***Closing remarks*** • **Prof. Gretty Mirdal** (University of Copenhagen, Chair, ESF Standing Committee for the Humanities) • **Ms. Martina Hartl** (Chair, COST Domain Committee ISCH; Federal Ministry of Education, Science, Culture and Research, Austria) • **Dr. Pascal Dissard** (EC Directorate-General for Research, Unit L4 "Scientific culture and gender issues") • **Ms. Annemarie Bos** (Director, Netherlands Organisation for Scientific Research (NWO); Coordinator of HERA)

17:00	***End of Conference***