

**INTERNATIONAL
HUMAN SCIENCE
RESEARCH NEWSLETTER**

Fall 2012

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**DEADLINE FOR SUBMISSIONS TO FALL 2013 NEWSLETTER:
October 15, 2013**

Please email [Dr. Steen Halling](mailto:steen.halling@seattleu.edu) if your email address changes.

Our [Newsletter](#) is available online!

Note from the Editor

Dear Colleagues,

The conference this summer at the University of Montreal this summer was well attended and very successful. We have every reason to look forward to the 2013 conference in Aalborg, Denmark in August. The first time the conference was held in Europe was also in Denmark, in 1989, and the main organizer was our late colleague Steinar Kvale, at the University of Aarhus, just a hundred kilometers south of Aalborg. So it seems especially fitting that we are returning to Denmark almost a quarter of a century later, with one of Steinar's close colleagues on the conference organizing committee, Svend Brinkmann.

We do have a quandary with respect to the 2014 conference, to be held in North America. Representatives from the University of Alberta, in Edmonton, and Saybrook University in San Francisco expressed an interest in hosting the conference at the recent business meeting, but after reflection, both came to the conclusion that they could not do so until 2016. This means that at this moment we do not have a host and a location for 2014. This, then, is an invitation for any group that would like to host the conference in 2014 to put forth a proposal or at least inquire about the possibility of doing so. If anyone does want to sponsor the conference, we can send out a notice and of course we will discuss new proposals at the business meeting in Denmark.

Steen Halling

- *Please pass the newsletter on to interested colleagues via e-mail or any other means—it is free to anyone who wants to receive it.*
- *If your email address changes, please let us know.*

Report on the 2012 Conference **University of Québec at Montréal,** **Canada, June 25-29**

The 2012 meeting of the International Human Science Research Conference was the second one to take place in Quebec and the seventh to be held in Canada.

The theme of the conference was: “*Renewing the Encounter between the Human Sciences, the Arts and the Humanities*”. The goal of the Conference was to invite the IHSRC community to reflect in the spirit of Renaissance Humanism on the relevance of the Arts and the Humanities for contemporary psychological research.

The main speakers and the topics they introduced were the following:

George Leroux, emeritus professor of Philosophy at the University of Québec at Montréal, opened the session with a conference entitled: *From Ernst Cassirer to Raymond Klibanski: Humanistic Studies and the Future of a Philosophy of Culture*.

Also invited were Kate Galvin and Les Todres from the University of Bournemouth, England, who spoke on the topic of “*Well-Being: Some Aesthetic Invitations to Participative Understanding.*”

Donna M. Orange from the NYU Postdoctoral Institute of Psychoanalysis addressed the Conference with a talk entitled “*Clinical Hospitality: welcoming the face of the devastated Other*” in which she proposed that sound therapeutic care is based on ethical rather than on epistemological principles.

Last, but not least Jacques De Visscher, emeritus professor of the Universities of Nijmegen (Holland) and of Gent (Belgium) gave an address on the topic of “*Hermeneutics and Thresholds*”, in which he proposed that all human understanding proceeds by overcoming a series of obstacles and honoring thresholds that together take the form of an initiation into the mysteries of the human condition.

The 2012 Conference also offered two seminars and a round table discussion. Amedeo Giorgi held a seminar entitled: “*Everything you always wanted to know about Husserl’s phenomenology and its relevance for psychology*”. Finn T. Hansen presented a seminar on the topic “*How to read and live with the great philosophers.*”

The Round Table discussion featured Amedeo Giorgi of Saybrook University, Bertha Mook, emeritus professor of Ottawa University and Bernd Jager of the University of Québec at Montréal. They offered their wide-ranging insights on “*The Tradition and Transmission of Phenomenology*” and answered questions from the audience.

The 2012 Conference brought together 187 participants from all around the world. There were representatives from Canada, United States, Australia, Israel, Norway, Sweden, Denmark, Japan, Taiwan, England, France, Belgium, Holland and Germany.

Among the various disciplines represented, we have psychologists and educators, as well as many health professionals. We count among the participants a number of philosophers, architects, and professors of literature and the visual arts.

The conference offered a number of activities such as an evening boat ride and dinner on the St Laurent’s river, a visit to the Montreal jazz festival, cocktail and dinner parties enlivened by local artists and musicians.

We want to thank the University of Quebec at Montreal and especially it’s Psychology Department for its readiness to assist and support the planners of the Conference. We also wish to thank Steen Halling, Linda Finley and Darren Langdrige for their goodwill and guidance during the long and complex process of preparing for the conference.

We also want to express our gratitude for the strong and unfailing support we received from our doctoral students in psychology. In particular we want to thank:

Rachel Starr, Marc-Etienne Lachance-Gaudet, Yann Lafleur, John-Paul Grosso, Sophie Bertrand, Cédric Dolar, Claude Bernier, Angèle Desrochers, Philippe Blouin, and Céline Boissonneault.

The Conference planning and organizing Committee:

Christian Thiboutot, Ph.D.

Florence Vinit, Ph.D.

Bernd Jager, Ph.D.

Report on the Business Meeting in Montreal

The first item, as usual, was the current conference. The participants expressed their appreciation for the work of the organizers and all the student volunteers who made the event such a success. The discussion included the nature of panels (who should be on them, how should they be structured, etc.), key note speakers (the value of having presenters with a different point of view as well as speakers whose approach was in tune with that of the conference. Several participants spoke about the importance of having facilities that were accessible. There was also discussion about the importance of having a good website that was up and running early on.

Then we looked to 2013. Professor Finn Hansen, of Aarhus University, gave an overview of the next conference which will be held at Aalborg University, Denmark. The details about that conference are described below.

Third, there was discussion about the hosting of the 2014 conference which, according to custom, would be back in North America. Brenda Cameron, from the University of Alberta, Edmonton, mentioned the possibility that her university might host the conference. The IHSR was held there in 1985. JoAnn from Saybrook University, San Francisco, raised the possibility that her institution, together with colleagues from other universities in the area, could host the conference. Subsequent to the conference, both Brenda Cameron and JoAnn McAllister, decided, after consultation with their colleagues, that 2016 would be the earliest they could host the conference.

Finally, we considered the location for the 2015 conference. The previous year, two Austrian colleagues had mentioned Innsbruck, Austria, as a possible location. At this business meeting, Margaretha Ekebergh from Boras University, Sweden mentioned that she and some of her colleagues were interested in hosting the 2015 conference.

In conclusion, at the end of the meeting we knew that the 2013 conference would be held in Denmark, with planning well under way, that there may well be several offers to host the conference in 2015 and 2016, and that we will be looking for a host for 2014.

Steen Halling
Seattle University

2013 Conference, August 13-16, University of Aalborg, Denmark

The theme for the 2013 conference is *Creativity in Human Science Research, Methodology and Theory*.

The website for the conference has a lot of information on it. What follows below is some very basic information about the conference and Aalborg and its surroundings.

<http://www.ihsr.aau.dk/>

Important Deadline: Submission of abstracts, February 28th

The registration begins on March 25th and ends on May 21

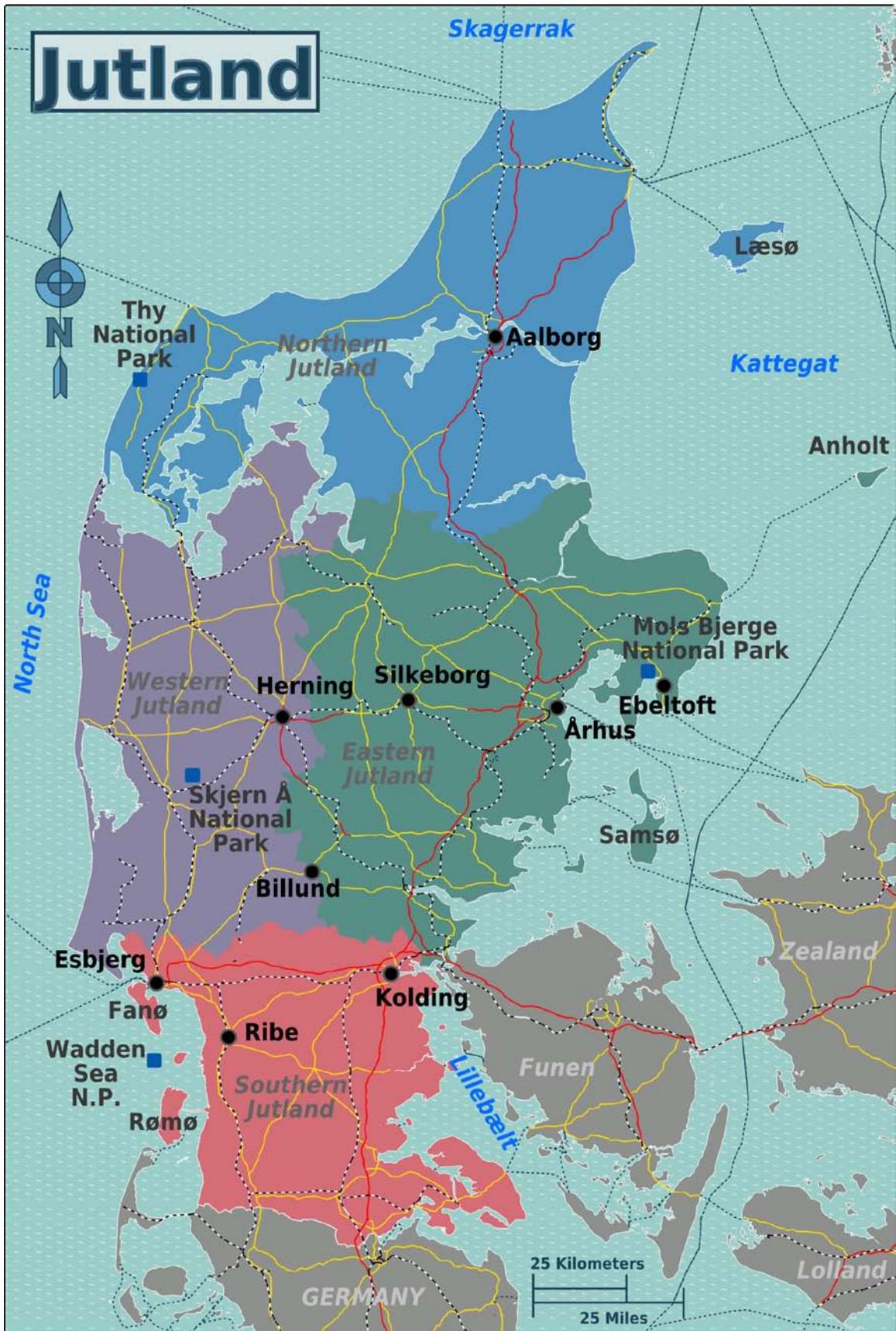
The conference is hosted and organized by Svend Brinkmann and Lene Tanggaard, both from the Center for Qualitative Studies at Aalborg University, with co-organizers from Aarhus University Charlotte Delmar (Nursing Science, Department of Clinical Medicine) and Finn Thorbjørn Hansen (Centre for Dialogue and Organisation), Aalborg University.

The four **keynote speakers** are **Professors Tim Ingold** (University of Aberdeen), **Max van Manen** (University of Alberta, emeritus), **Steen Halling** (Seattle University), **Dorthe Jørgensen** (Aarhus University).

Aalborg is the fourth largest city in Denmark, with a population of about 122,000, and with over 17,000 students at Aalborg University. There are non-stop flights to Aalborg from Oslo, Copenhagen, London and Amsterdam. The weather in August is likely to be around 20 degrees Celsius during the day.

It is an old city with great shopping and some beautiful downtown areas with historic buildings. For more information, visit the official city website:

<http://www.visitaalborg.com/international/en-gb/menu/tourist/aalborg-tourist.htm>



As you can see from the map above, Aalborg is about 70 miles from the northernmost part of Jutland, **Skagen**, a beautiful area for painting (bring your easel!) and walking. The image on the next page says it all.



2014 Conference, somewhere in North America?

As noted above, we do not yet have a location for 2014. Proposals to host the conference would be most welcome, and this includes proposals from universities that have previously hosted the conference. If you are interested in finding out more about hosting the conference, please feel free to contact me or any of the previous organizers. Also take a look at the guidelines for organizers at the end of the newsletter.

Steen Halling

Human Science Research Conference Archives at Seattle University Library

Following the advice of Seattle University Librarian Mary Sepulveda, the material will be available on the shelves at the university but will not be allowed to be taken out of the library. The collection will be divided into three parts, with separate call numbers: 1) Programs from past conferences. [H61.I58], 2) Newsletters. These are yet to be put together and organized. 3) Letters, photographs and other material

related to the conference, including material donated by Amedeo Giorgi. This material will be assembled early this coming year.

Reminder, we do **not** have programs from the first three years of the conference: 1982 University of Michigan Ann Arbor, 1983 (Duquesne University) and 1994 (West Georgia University) and would be most grateful if anyone could find copies of these.

Book, Journal, and Conference News

BOOKS

Eugene M. DeRobertis (2012). *The Whole Child: Selected papers on Existential-Humanistic Child Psychology*. Charleston, SC: CreateSpace Publishing [ISBN 9781477635759, pp. 193, \$ 28.95 pb.]

The Whole Child is a collection of papers that is developed around three themes: First, it explores in depth the philosophical-anthropological and theoretical roots of humanistic developmental thought. Second, it makes numerous connections with recent trends in developmental thought. Third, the text critiques child development within a consumer cultural context. The thinkers that have proved integral to the author's developmental perspective include Wilhelm Dilthey, Edmund Husserl, Alfred Adler, William Stern, Karen Horney, Kurt Koffka, Heinz Werner, Kurt Lewin, Charlotte Bühler, D. W. Winnicott, Carl Rogers, Ernest Schachtel, M. J. Langeveld, Maurice Merleau-Ponty, and Heinz Kohut.

Kathleen Galvin and Les Todres (2012). *Caring and well-being: A Lifeworld Approach*. London, UK: Routledge [pp. 224, ISBN 978-0-415-50460-7], \$ 100 pb].

The Kathleen Galvin and Les Todres are both practitioners and researchers who have studied spent years studying the issues surrounding nursing care and patient well-being. This book is philosophically grounded, clinically relevant, informed by the best of qualitative research, and written with a genuine concern for the well-being of patients as well as the professionals who provide care for them. Galvin and Todres demonstrate how a solid understanding of patients as persons is both humane and eminently practical. "Caring and Well-being" provides a critique of how the relational and social aspects of care are overshadowed by the technical but goes on to discuss how one can move toward a healthier approach to treatment. They remind us, in clear and eloquent prose, what is at the heart of working in a caring and thoughtful way with patients.

Ian Jones, Lorraine Brown and Immy Holloway (2012). *Qualitative Research in Sport and Physical Activity*. London, UK: SAGE. [ISBN 978-1-0745-1, pp. 288, £ 26.99]

This book is a guide for students in sports and physical activity on how to plan, undertake and write up qualitative research. It takes the reader through all the steps in the research process, including choosing an approach and writing up findings, and uses numerous examples to illuminate the discussion.

Richard Katz and Stephen Murphy-Shigematsu, (2012). *Synergy, Healing and Empowerment: Insights from Cultural Diversity*. Calgary, Canada: Brush Education, ISBN978-1550593860, pp 312, \$34.95 pb;] to contact orders@brusheducation.ca.

The authors present an alternative to the devastating situation that valuable resources like healing and knowledge are in scare supply with access favoring those with power and prestige. Focusing on the concept of synergy, they describe how valuable resources can expand and become accessible to all. In this way the good of one becomes the good of all, and the whole becomes greater than the sum of its parts. Katz and Murphy-Shigematsu turn to diverse cultural experiences beyond the Western paradigm, including the teachings of indigenous peoples such as the hunting-gathering Ju/'hoansi from the Kalahari Desert.. Moreover, they explore the creation of synergy in counseling, educational and community settings,

whether it be training culturally sensitive counselors or encouraging teachers to be healers. This book provides invaluable guidance in the pursuit of social justice and community health.

James Risser (2012). *The life of understanding: A contemporary hermeneutics*. Bloomington, IN: Indiana University Press. [ISBN 978-0-253-00214, pp 142. \$32 hb].

James Risser is professor of Philosophy at Seattle University and was a keynote speaker at the 2010 Human Science Research Conference. In the introduction, he writes, "My aim in this book is to develop and enlarge the hermeneutic insight that understanding is inseparably tied to the life situation." By creating a dialogue between Plato and Gadamer, Risser develops themes pertaining to hermeneutics such as retrieval as a matter of convalescence, exile as a venture into the foreign, formation with respect to oneself and to life with others, the experience of language in hermeneutics, and the relationship between speaking and writing. This is a thoughtful and readable book with direct implications for human science researchers.

Runhild Roeder (2011). *Truth over method: Art matters*. Lambert Academic Publishing. [ISBN 978-3-8465-9431-5, pp. 220, \$ 106 pb].

From book cover: "Following Hans-Georg Gadamer, Runhild Roeder reclaims the ontological ground of truth in philosophy and the humanities from scientific reductionism. She sees art as closer to comprehensive truth than science, as it enables a fluid experience of self as inner dialogue, moving along with interpretation. Like it, hermeneutics eschews Enlightenment claims to "neutral" objectivity in favour of understanding as cultivated consciousness, open in all directions at once. Art shows the way beyond the methodological application of universals, taking seriously the particular case at hand and unafraid of exploring the play of truth and the truth of play. Acknowledging for the first time Gadamer's debt to Sir Rabindranath Tagore for this insight, this study painstakingly walks the reader through his critique of Greek and German Idealism, as he vindicates humanist Bildung against the hegemony of epistemology in philosophy, the humanities and culture. Truth happens in hermeneutic interpretation as in art: in the rapture of creative consciousness, when the dancer can no longer be told apart from the dance.

Cath Sullivan, Stephen Gibson, and Sarah Riley (Eds.) (2012). *Doing Your Qualitative Psychology Project* London, UK: SAGE: [ISBN 978-0-85702-747-0, pp. 222; \$ 40 pb.]

This is a genuinely helpful guide to doing qualitative research, written by a group of English academics and qualitative researchers who know how to engage readers and write intelligently and clearly. It covers all aspects of the research process, from formulating your research questions to getting along with supervisors to dealing with research participants in a graceful and ethical manner. The discussion of various qualitative approaches is succinct but there are suggestions for further reading. Reading this book will make life easier for students (including graduate students) carrying out qualitative projects as well as for their supervisors.

Cecile T. Tougas (2012). *The phenomena of awareness: Husserl, Cantor, Jung*. New York, NY: Routledge. [ISBN 978-0-415-68591-7, pp. 152, \$ 39.95 pb].

This book is a study of awareness as it is directly experienced. From the start, Cecile Tougas engages the reader in reflective notice of awareness as it appears from moment to moment in a variety of ways. The book draws us in and asks us to focus on phenomena in living experience, not as a theoretical construct, nor an image, nor a biochemical product, but instead as phases, moments, or parts that cannot exist without one another. Tougas shows how these parts exist in mutual dependence as a continuum of awareness, as the flow of lived time, and how noticing time deepens psychological self-understanding and understanding of others. Drawing upon the work of Husserl, Cantor, and Jung, this book is an original synthesis of phenomenology, mathematics and psychology that explores awareness and the concept of 'transfinite number.'

Jeanne Van Bronkhorst (forthcoming, March 2013). *Premonitions in Daily Life: Working with Spontaneous Information when Rational Understanding Fails You*. Woodbury, MN: Llewellyn [ISBN 9780738734750, pp. 312, \$ 14.99 pb].

According to Bronkhorst, whose background is in phenomenological psychology as well as hospice care, “*Premonitions in Daily Life* began as a qualitative research project on how people in western culture make sense of an intense personal experience that has not yet been accepted as real. The book touches on worldview, self-identity and community, responsibility, and the interplay between imagination and memory through the lived experience of time. It helps readers both accept and question their experience, by sorting through the differences between premonitions and other ways we interact with our futures. Premonitions are fundamentally a human experience. As strong as their emotional impact can be upon us, they exist only as we live them. Like all human experiences, they both impact our lives and are shaped by them.”

Peter Willis and Kate Lesson (Eds.) (2012). *Learning Life from Illness Stories*. Mt. Gravatt, Australia: Post pressed. (ISBN 978-0-646-57932-0, pp. 17, Australian \$29.95]

From book cover: “This book brings together the stories of fourteen people who have lived with serious illness, either their own or that of a loved one The authors share their own experiences of pain, happiness, writing poetry, practicing yoga, praying and protesting... This is a book about courage, about finding strength and grief and despair, and of love, hope, seeking sources of joy in hard times. It will inspire anyone seeking meaning in the chaos of their own difficult circumstances.”

Links/Connections

NEW

<http://www.open.ac.uk/socialsciences/ihsrc/>

The International Human Science Research Network is a relatively new website set up by Linda Finlay and Darren Langdrige from the Open University after the 2011 conference at Oxford University, England. It has links to phenomenology related journals and copies of recent newsletters. Over time, it will provide a wide array of material, related to the Human Science Research Community

[Center for Applied Phenomenological Research at the University of Tennessee](#)

The Center represents scholars from a variety of disciplines including psychology, philosophy, nursing, and literature. The focus is on utilizing phenomenological and other qualitative methods to gain a better understanding of human experience.

[Center for Interpretive and Qualitative Research.](#)

Located at Duquesne University, this center's purpose is the exploration and development of interpretive and qualitative methods.

[Encyclopedia: Journal of Phenomenology and Education](#)

This is an international, peer-reviewed journal that publishes articles representing the philosophical tradition of phenomenology and its connection with education. Articles about conceptual, theoretical, methodological, empirical and ethical issues in education are welcome. Contributions are accepted both in Italian and English. The journal is published by the University of Bologna.

[Environmental and Architectural Phenomenology \(EAP\)](#)

This newsletter has been in existence for twenty years. Edited by David Seamon, the newsletter is published three times a year. EAP is a forum and clearing house for research and design that incorporates a qualitative approach to environmental and architectural experience. Back issues are now available on the website.

[Existential-Humanistic Institute, San Francisco, USA.](#)

According to its web site, edited by Kirk Schneider, the goal of the institute "is to support both existentially and humanistically informed psychologies and psychotherapies throughout the world." Its newsletter is on its web site as well as a bibliography, a listing of workshops and events, and a directory of related links.

[Gendlin On-line Library](#)

The Focusing Institute has a powerful web-based resource containing over 100 of Eugene Gendlin's works from 1950 to present. Gendlin is distinguished among philosophers and psychologists for his articulation of the link between logic and felt understanding, which he calls the *Philosophy of Implicit Entry*. Included in the library are published articles, chapters, monographs, and many unpublished articles and conference presentations, all available for free downloading. In some instances several chapters from his books or a special introduction to them are available. Gendlin's books are also listed in the library and can be purchased from the Focusing Institute or elsewhere. The library is a great resource for the Human Sciences.

[Indo-Pacific Journal of Phenomenology.](#)

This is a peer reviewed interdisciplinary on-line journal intended to provide scholars in the southern hemisphere with an avenue through which they can express their scholarship. The journal is an initiative of the Phenomenology Research Group based at Edith Cowan University in Western Australia. There are now four editions of available.

[Initiative in Phenomenological Practice.](#)

This is a new web site described as an "international network connecting anyone who is interested in the ongoingly open possibility of phenomenology by carrying out original phenomenological investigations of any theme, in any context, and using a variety of phenomenological methods."

[Institute of Health and Community Studies at Bournemouth University](#) in the UK launched its new Centre for Qualitative Research on September 9th, 2003.

International Journal of Existential Psychology and Psychotherapy—IJEPP is the official organ of the **International Society for Existential Psychology and Psychotherapy**. It is [published online](#).

[International Network of Personal Meaning](#)—is related to both of the above.

It is a multidisciplinary, learned society, dedicated to the advancement of knowledge on the vital role of meaning in mental and physical health, spiritual development and other areas of life. It was founded by Dr. Paul Wong and is located in Langley, BC, Canada.

[Interest Group on “First Person Science”](#)

This is their statement of purpose:

“Some of us are forming a group to bring together the many kinds of knowledge that now exist about human beings. We are envisioning the possibility of a ‘first person science’ which should develop along with the two current sciences, 1) the reductive physical sciences, and 2) holistic ecology. Many kinds of knowledge about human beings could easily give rise to testable variables, or have already done so. Social policies, currently based only on the two existing sciences, need a third science to go along with the other two.” For more information, please contact [Gene Gendlin](#):

[The Humanistic Psychologist](#)

This long-established journal is devoted to reflective inquiry into humanistic psychologies, broadly defined. It publishes papers on qualitative research; humanistic, existential, and constructivist psychotherapies; transpersonal/spiritual psychology and psychotherapy; as well as phenomenological, feminist, and multicultural perspectives. In the spirit of a forward moving field, its editorial board welcomes submissions representing both modern conceptions and postmodern critiques of humanistic psychologies.

<http://www.informaworld.com/hthp>

[Michigan School of Professional Psychology, Michigan, USA](#)

Clark Moustakas, founding member of the Humanistic Psychology movement and originator of Heuristic Research established the *Michigan School of Professional Psychology*, formerly the Center for Humanistic Studies, in 1981. MiSPP offers Masters and PsyD degrees in clinical psychology, emphasizing existential-humanistic principles and clinical application.

[Network for Research on Experiential Psychotherapies \(NREP\)](#)

This web site is devoted to the purpose of stimulating research on experiential/humanistic psychotherapies. It has been founded to provide an overview of the whole range of experiential therapy research. It seeks to foster dialogue among researchers and to provide support for new researchers.

Newsletter of Phenomenology—this free weekly newsletter provides information about what is going on in the world of phenomenology, including information about conferences and workshops, lectures, new books. You can [subscribe](#) and [submit content](#) via e-mail.

[Phenomenology Online](#)

This site provides public access to articles, monographs, and other materials discussing and exemplifying phenomenological research. It is edited by Max van Manen. The site has access to numerous full-text articles, including many from the journal [Phenomenology + Pedagogy](#)

[Saybrook Graduate School and Research Center](#)

Located in San Francisco, this program offers MA and PhD degrees and has a long-standing tradition of emphasis on phenomenological and humanistic psychology.

[Simon Silverman Phenomenology Center at Duquesne University](#)

This web site has almost all of the abstracts of the psychology dissertations done at Duquesne University, University of Dallas, and a number from Georgia State University and the Saybrook Institute. The dissertations cover a vast spectrum of topics including hopelessness, forgiveness, depression, infidelity, magic and science, psychotherapy, eating disorders, and many more:

[Society for Phenomenology and the Human Sciences](#)

SPHS encourages the application of phenomenological methodology to specific investigations within the human sciences. You are invited to join SPHS in its effort to achieve a deeper understanding of and engagement with the Life-World. SPHS holds its meetings in conjunction with SPEP (Society for Phenomenology and Existential Philosophy).

Dr. Hiroshi Yasunaga gave the keynote address at the 2001 conference in Tokyo, Japan. His keynote address, “**O. S. Wauchope’s Possible Contributions to the Next Generation: Pattern, Pattern Reversal, and the Phantom Theory**” is [available online](#).

Guidelines for Conference Organizers

This document, originally written in 2006, was revised with input from recent organizers. Thank you to Linda Finlay, Kevin Krycka, Darren Langdrige, and Christian Thiboutot for their comments and suggestions. We have tried to keep these guidelines as straightforward as possible. The first section reflects the conference tradition; the second section pertains to logistical considerations that would be of interest to any conference organizers.

The HSRC Tradition

Theme:

The theme is selected by the organizers and ideally is one that has broad appeal even while it may be of particular interest to the organizers. Not every conference has had a theme (e.g., West Hartford, USA, 1994; Quebec, Canada, 1990). Some of the past themes include: the Values that Bind us (Bournemouth, 2005), Caring for the Next Generation (Japan, 2001), Human Science Research and Human Vulnerability (Stockholm, Sweden, 2003). and Renewing the Encounter between Human Sciences, the Arts and the Humanities (Montreal, Canada, 2012).

Participants are encouraged to submit presentations that are related to the conference theme but it has **never** been a requirement that presentations be related to the theme. Typically only a modest number of papers address the conference theme.

Reception to start the Conference

It has become a tradition that there is a social event (e.g., wine and cheese) event the evening before the actual presentations start (as well as the possibility of registering) so that people can socialize and get oriented to the conference.

Presentations:

Individual presentations are ordinarily given 40 minutes, with the understanding that 10 minutes be set aside for questions and discussions. The general rule is that conversation and dialogue are critical parts of the conference and so there is a clear expectation that there be time for discussion at the end of every presentation, including keynotes, symposia, and paper presentations.

There are always a number of presentations at the same time (except for when keynote speakers present). The idea is to have varied presentations at the same time so that participants can choose between areas such as empirical findings, philosophy, education, healthcare, research methods etc. However, the ideal is also to avoid having too many presentations at the same time. If there are too many, some presenters may have very few people attending and participants may miss a lot of presentations that they would like to hear.

Each year there are some presenters who have a very small audience. There is probably no way to avoid that, but there are some things that might make this less of a problem:

- 1) Scheduling—avoid having people who are relatively unknown and whose topics are very

specialized present at the same time as the most popular presenters,
2) Help presenters, especially those whose command of English is not so strong, develop abstracts and titles that are a little more interesting than the ones they submitted initially.

It is important to have brief breaks between all sessions—as well as slightly longer mid-morning and afternoon coffee/tea breaks.

There are no specific rules for panel discussions or symposia except that usually these require three or more presenters. However, if too much time is given for them, fewer people will attend. Typically a panel presentation is the length of two individual presentations.

Submissions of Abstracts:

Typically, the organizers ask participants to submit abstracts of about 250 words for individual papers and longer for panels or symposia. The deadline for the submissions is listed in the fall Newsletter and on the web site for the conference. **Please note that the great majority of submissions almost always come in just before the deadline!**

Keynotes:

The benefit of keynotes or invited presenters is that they can address the conference theme, attract more participants (if they are famous or highly respected—for example Paul Ricoeur in 1990), stimulate discussion and debate because most people will hear them. The drawback of keynotes is that they may be expensive to bring in, reduce the number of slots for others to present, and may not be as interesting as some of the regular presenters. The number of presenters has varied considerably (from one at Seattle in 1988 to 4 in Sheffield, UK in 1999, to 17 in Ottawa in 1987). Around three is probably a good number, assuming that the conference is just three and half days, which has been the norm for this conference

Some conferences have also had keynote panels. These can work well with good chairing, an interesting topic, compelling panelists with various points of view, and time for dialogue among the panelists and with the audience.

Conference Cost:

The registration fee has varied over the years; the registration cost for Montreal was \$ 235, including coffee breaks and snacks, and this is fairly typical for the last several conferences. But some countries are obviously more expensive than others and in some cases there were outside sources of funding that gave the conference organizers the possibility of reducing costs. Overall, it is good to keep in mind that most of those who attend have modest travel budgets, and keeping registration fees and lodging in the moderate range is desirable. Setting a realistic registration fee that covers cost but is not so high that it discourages attendance is important.

In the past a good number of students have attended and some who presented Student involvement is something that we should encourage. There is no rule that there is a lower registration fee although for some conferences this has been true. It is a good way to increase student involvement. Another way to support student participation is by offering some scholarships or bursaries.

Business Meeting:

The agenda for business meeting usually starts with: 1) an evaluation of the current conference, 2) expression of appreciation to the current year hosts, 3) a presentation on next year's conference, 4) consideration of proposals for the hosting of the conference two years ahead, 5) brief discussion of the newsletter, and 6) other items that may come up. Generally an hour and half is enough time.

Do encourage people to attend regardless of whether they have come to the conference before. Emphasize that this is a ‘community’ event. The end of the second to last day of the conference is a good time to schedule it. Having it on the last day is not desirable because by that time many people are packing or have already left.

Conference Proceedings/Program:

The program should list all the basic information about the conference and, of course, list the schedule of presentations, as well as the abstracts. It is also customary—and helpful—to give everyone’s contact information—or at least their emails. This list should include everyone who registered, not just presenters.

Please email the list of email addresses to the HSRC Newsletter editor (in a WORD Document) after the conference so new addresses can be added to the newsletter notification list).

Restaurants/Local Places to Visit

This is by no means a requirement but if the host faculty and students know of restaurants they would recommend, please let the participants know. Even a list with five or six places would be appreciated, along with recommendations for pubs, places to shop, and local attractions.

Logistics:

1. A good website, one that can readily be updated, for the conference will make life easier for everyone, organizers as well as participants. Lots of information about travel, weather, accommodations, and sightseeing is helpful. Links to maps and other resources can make people’s travel experience more pleasant and less confusing.
2. Make it clear at the outset whether it is possible for people who are not presenting to register at the conference site. Also, be clear whether or not participants can sign up for special events (e.g., cruises or dinners) at the beginning of the conference. Highlight **DEADLINES** for submission of abstracts, registering for the conference, signing up for accommodations and so on.
3. If the institution has student housing that is available to participants that is an asset because it is likely to be less expensive than hotels and right on the campus. Be careful however, to give a realistic picture of what the accommodation is like and what is or is not available in each room.
4. Having a good registration website also makes life easier for everyone. Ideally, this web site allows registrants to make changes (until a specified deadline) in the number of nights they are staying etc.
5. Plan ahead for what your refund policy will be, whether you decide that you cannot really give refunds or whether refunds might be possible given adequate attendance.
6. Communicate with those registered by email as well as through updating your website. Some people will rely more on one than the other.
7. It is a good idea to send out a draft of the program to presenters. However, do tell them that if they do not respond with suggestions for change of time etc. then they cannot make changes later.
8. In planning the dates and times for the conference, please keep the following in mind: a) many participants will be flying long distances and from different time zones, b) there are often days of the week when airfares may be lower, c) avoid as far as possible, conflicts with other conferences that participants may want to attend (e.g., the American Psychological Association Convention), d) the last day is typically a half day meeting. Having interesting events or speakers as part of that day may help to keep people from leaving early.
9. There are always problems with technology so it is important to have tech support people available. Also, let participants know in advance what resources (e.g., Wi-Fi) are and are not available