

# BOOK OF ABSTRACTS

5<sup>th</sup>

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العالمي الخامس  
للسوسيولوجيا

معرفة العدالة في الأنثروبوسين  
KNOWING JUSTICE IN THE ANTHROPOCENE

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الرباط  
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#ISAforum25#Morocco

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of communities. The analysis of participatory practices considers the potentially inclusive uses of digital communication technologies while acknowledging the risk of neoliberal rationality absorbing resistance practices. Emphasising the issue of widespread vulnerabilities in all spheres of life in liminal communities, the paper argues for the need to incorporate the principles of edu-communication (Barbas 2020) into participatory processes for the social development of communities themselves, highlighting the potential of the media not only as a tool for empowerment and conscientization (Freire 1970; 1985), but also as an environment in which to promote inclusive practices, even within liminal and marginalised communities. The paper explores whether and how hybrid participatory processes can serve as a subspace for empowerment and mobilisation. The participatory action research (PAR) is based on an empirical analysis (in-depth interviews, participant observation) conducted in liminal spaces in four European countries (Italy, Poland, Croatia and Greece). Subsequently, spaces for facilitating inhabitants' participation were constructed to initiate co-design processes to imagine the future of the liminal communities. The results present the main opportunities of a participatory approach to development (decision-making protagonism, awareness of the possibilities, increased civic imagination and trust) and the main difficulties and obstacles encountered (low mutual trust, widespread presence of personalistic interests, inability to imagine the future) in the liminal communities of the four European countries involved.

#### RC01-26.4

VORONIN, YEVHEN\* (University of Wuppertal, Germany)

##### *Curtains up: How Ukrainians Turned to Theater during the War*

The Russian invasion of Ukraine has brought uncertainty to the lives of most Ukrainian citizens. Despite the traumatic experiences caused by the war, Ukrainian theaters got a new life, benefiting from the unprecedented popularity, according to representatives of the theatrical community. One notable example is the theatrical adaptation of *The Witch* from Konotop, a satirical fiction story written by Ukrainian author Hryhorii Kvitka-Osnovianenko in 1833, which has rapidly gained popularity among the audience in Kyiv. The play premiered on 28 April 2023, coinciding with another air attack by Russia on the country. Since then, tickets for this play have become highly coveted. What arouses interest is that this illustrates only one case of the surge in theater attendance happening during the Russian-Ukrainian war.

This paper explores the rising popularity of Ukrainian theaters and provides supportive evidence using Google Trends data on search interest. After that, we analyze publications by theater-goers on social media (Instagram) and discuss how the unexpected theater boom can be attributed to various factors, including coping escapism mechanisms, the practice of consumer citizenship, and the reactualization of authentic Ukrainian narratives by both consumers and producers of cultural products.

#### RC25-410.2

VOYVODA KESKIN, NEŞE\* (Mimar Sinan Fine Arts University, Turkey)

##### *Revisiting Aristotle's Legacy: Ethics, Economics, Politics and Justice in the Anthropocene*

This paper explores the relationship between ethics, economics, politics and justice, revisiting ancient philosophical concepts to address the challenges of the Anthropocene. It examines the translations and dissemination of the concepts of Aristotle's practical philosophy into Ottoman Turkish via Arabic, Persian and Latin-rooted Western languages, especially French. By considering the relation between translation and philosophy this paper positions Ottoman Turkish in global historiography as an inheritor of Classical Tradition, and as a producer of heteronomous texts.

Given that *oikonomia* was translated in Arabic as *ilm-i tedbir-i menzil*, and the Ottomans used the same term until the 19th century, it is notable that *économie politique* from French was also translated as *ilm-i tedbir-i menzil* into Turkish. Utilizing textual analysis this paper reveals the references to Aristotelian understanding of justice both in the Ottoman reception of *ilm-i tedbir-i menzil* and *économie politique*.

The powerful literary and cultural critics of historiography inspired an appeal to write global histories encompassing every aspect of the human experience and have enhanced awareness of the role language plays. Emphasizing the references to Aristotle between heteronomous texts, this paper argues that Aristotle's practical philosophy merged into political economy ultimately framing it as the science of acquiring wealth. This raises the critical question of what happens to justice within this merger. The references to Aristotle are examined through several works: *Ahlak-ı Alai* of Kinalızade Ali Efendi (1510-1572), *Traicté d'économie politique* (1615) of Antoine de Montchrestien, *Cateschism d'économie politique* of J. Baptiste Say and its Ottoman Turkish translation *Ilm-i tedbir-i menzil* (1852) by Abru Sehak Efendi.

[Note: This presentation is a part of my dissertation: from *Oikonomia* to *Ilm-i Tedbir-i Menzil*: the Reception of Political Economy in Ottoman].

#### RC04-52.1

VRYONIDES, MARIOS\* (European University Cyprus, Cyprus)  
XINARI, CHARIS (European University Cyprus, Cyprus)  
SOLOMONIDOU, GEORGIA (European University Cyprus, Cyprus)

##### *Pre-Service and in-Service Teacher Training to Tackle Disinformation and Promote Critical Digital Literacy*

This paper will present a large-scale transnational project with partners from seven European countries, funded by the European Commission (EU) under the 'Forward Looking' call included in the 3rd EU priority on 'Digital literacy / tackling disinformation'. The project which started in December 2023 and is expected to be completed in November 2026 brings together 15 partners (educational institutions, ministries and universities) from Cyprus, Greece, Bulgaria, Romania, Italy, Poland and Belgium.

The project titled "Teachers 4.0 Digital Age: Tackling Disinformation and Promoting Digital Literacy through Education and Training in European Classrooms" aims to provide the framework, tools and means to ensure that teachers across Europe are adequately supported in tackling disinformation issues and in promoting critical digital literacy and is implemented at three (3) levels:

- initial teacher training, through education departments at six (6) European universities,
- continuous professional development of in-service teachers, through adult / teacher training institutions,
- policy making, involving ministries of education and civic authorities.

Within the framework of the project, training will be offered to a total of two thousand and one hundred (2,100) teachers (pre-service and in-service) on digital disinformation issues so that they can collectively contribute to the education of young people to think critically, to make informed online choices and to stay safe from misinformation circulating freely in the digital world. The paper will demonstrate the curriculum and the educational material that has been produced, the methodology of offering training both in a face-to-face mode and in an e-learning mode, as well as preliminary findings on teachers' evaluation and feedback.

#### WG10-JS-42.1

VUKOVIC, ANA\* (Institute of Social Sciences, Serbia)

##### *Digital (Il)Literacy and (Un)Dignified Ageing in Contemporary Europe: Comparing Statistical Data for Serbia, BiH, and Montenegro*

The shared experience of ageing in the European Union and beyond is recognizable through common problems of lack of digital literacy and even the interest in mastering the knowledge and skills for navigating and maintaining dignity in the digital age. The elderly cohort experiences twofold alienation in personal agency and respect in the public sphere because of ageing and digital knowledge deprivation.

The constant pressure of "digital protocols" upon them in everyday life, from the apps for m-banking to ATM money withdrawal, e-delivery of communal bills and obligatory tax payments, even grocery shopping to scheduling medical appointments, underlines and augments the lack of skills and often the abilities for the digital interactions and transactions that this mature populace usually does not wield. Digital technology older generations encounter relatively late in their lives makes them vulnerable and sometimes heightens their insecurity. This strips them of their dignity, turning their living into a "bare existence" invaluable to society, burdening governing institutions with their rights to live a life of dignity, value, and virtue.

Comparing the statistical data on digital habits and skills for the cohort of 65+ in Serbia, Bosnia and Herzegovina (BiH) and Montenegro intersectionally with the same Eurostat statistics for the European Union, Norway and Switzerland, we will try to discern the patterns of twofold alienation primarily aiming to outline the deprivation of dignity that older people experience. One of the main possible findings will be how the abuse of elderly rights to dignity and dignified living springs from their digital illiteracy or naivety of their genuine living habits before the digital epoch.