

GLOBAL IMPACTS

Advancing Humanities Scholarship,
Interdisciplinary Inquiry,
Public Intellectual Engagement,
and Knowledge Mobilization

Annual Conference and General Assembly

April 19, 2026
Renaissance New York Harlem Hotel
New York City



*Global Impacts: Advancing Humanities Scholarship,
Interdisciplinary Inquiry, Public Intellectual Engagement, and
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Annual Conference and General Assembly

April 19, 2026

Renaissance New York Harlem Hotel

233 W 125th St, New York, NY 10027

Official Programme

Opening Ceremony

1-1:15 PM

Inaugural Address
Dr. Rastko Jakovljevic
Director, NYIHSS

Annual Institutional Assembly and Confirmations

Meeting of the Board of Directors and Academic Council

1:15-2:00 PM

Confirmation of New Academic and Administrative Appointments
Confirmation of Institutional Projects and Strategic Initiatives for 2026–2027

Institutional Addresses and Reports

2:00-5:00 PM

Opening Remarks from the Chair and Board Annual Report
Dr. Jelena Arnautovic, Chair of the Board of Directors

Scholarly Publishing and Strategic Positioning within Global Research Ecologies

Dr. Marija Blaskovic, Co-Chair of the Board of Directors

Annual Report and Strategic Horizons for Interdisciplinary Humanities Research in New York Institute for the Humanities and Social Studies
Dr. Rastko Jakovljevic, Director

Institutional Report 2025 and Strategic Framework for Emerging Scholars, Creative Practice, and Research Innovation (2026–2027)
Dr. Dennis Krasnokutsky, Chief of Operations

Academic Capacity, Faculty Development, and Institutional Research Excellence
Ryan Haynes Dunn, Secretary

Financial Stewardship, Endowment Development, and Institutional Sustainability Strategy for 2026–2027
Daniel Pascu, Treasury

Digital Transformation, Research Infrastructure, and Technological Advancement of NYIHSS
Suzana Culum, Creative Director

5:00-5:30 PM

Coffee Break

Featured Academic Conference

Urban Humanities, Cultural Ecologies, and the Future of Metropolitan Research

Papers Presented

5:30-6:00 PM

Dr. Jelena Arnautovic

Cultural Project Management after the Pandemic: Challenges and Community-Based Support for Youth Arts and Humanities in North America

Examining the evolving landscape of project management in arts and humanities initiatives across North America is crucial for exploring the context of post-pandemic societal transformation. The aftermath of the COVID-19 pandemic has generated profound structural and epistemic shifts in the organization, administration, and public delivery of arts and humanities initiatives across North America. This paper critically examines the reconfiguration of cultural project management within post-pandemic contexts, foregrounding the institutional, logistical, and socio-economic challenges that continue to shape arts and humanities programming for children and youth. Particular attention is devoted to the increasing precarity of cultural labor, the normalization of hybrid and digitally mediated engagement, changing funding paradigms, and the heightened demand for demonstrable social impact within educational and cultural sectors. Simultaneously, the paper interrogates the expanding role of community-based support systems—including local cultural organizations, schools, families, civic institutions, and grassroots networks—in sustaining equitable access to arts and humanities participation among younger populations. Drawing upon contemporary discourse on cultural sustainability, participatory governance, and community-centered pedagogy, the study argues that effective post-pandemic cultural project management must move beyond traditional administrative frameworks toward more collaborative, adaptive, and socially embedded models of practice. Ultimately, the paper positions community support not as supplementary to institutional cultural programming, but as foundational to the resilience, inclusivity, and long-term viability of youth arts and humanities engagement in North America.

6:00-6:30 PM

Dr. Marija Blaskovic

Digital Fluency and Educational Futures: Innovation, Access, and Institutional Strategy

Digital fluency, often framed as a technical skill set, demands reconsideration as a historically situated and culturally mediated practice shaped by language, power, and access. Situated at the intersection of medieval Iberian literary traditions and contemporary educational strategy, this study mobilizes insights from multilingual manuscript cultures—Castilian, Arabic, and Hebrew—to illuminate enduring dynamics of translation, authority, and knowledge circulation. These premodern configurations of linguistic plurality and



intellectual exchange offer a critical framework for understanding present-day digital ecosystems, particularly in relation to immigrant communities in New York City. The analysis integrates humanistic methods of close reading with contemporary case studies of digitally mediated learning among linguistically diverse populations. Medieval practices of translation and vernacularization are placed in dialogue with current challenges of digital access, revealing structural continuities in how institutions regulate participation in knowledge systems. Within this comparative framework, digital fluency emerges not merely as operational competence, but as the capacity to navigate and reshape complex communicative environments marked by asymmetries of language, technology, and institutional authority. Attention is given to community-based educational initiatives in New York that engage immigrant learners through multilingual platforms, hybrid pedagogies, and informal networks of knowledge exchange. These contexts foreground translation—both linguistic and cultural—as a central mechanism for inclusion, while also exposing the limits of institutional approaches that privilege standardization over plurality. The study examines how universities and cultural institutions might reconceptualize their digital strategies to support more equitable forms of participation, emphasizing collaboration with community actors and the recognition of diverse epistemologies. The argument advances an institutional model of digital fluency that is historically informed, strategically integrated, and oriented toward equity. By reframing digital fluency as a form of civic and cultural literacy grounded in humanistic traditions, the study proposes a reconfiguration of educational futures in which innovation is aligned with inclusion, and technological infrastructures are understood as sites of ongoing negotiation rather than neutral tools.

6:30–7:00 PM

Dr. Rastko Jakovljevic

Sounding the Metropolis: Urban Folklore, Cultural Memory, and Transformations of Public Expression in New York

This research interrogates the sonic production of urban space in New York City through the intersection of vernacular musical practice, diasporic memory, and performative occupation of the public sphere. Situating musical activity within the New York metropolitan transit system alongside the expressive cultures of Senegalese communities concentrated around West 116th Street and Balkan diasporic networks across the city, the study examines how displaced and translocal communities negotiate belonging, visibility, and cultural continuity through sound. Drawing upon scholarship in urban ethnomusicology, sound studies, performance theory, and diaspora studies, the paper argues that these sonic practices constitute forms of spatial inscription through which communities rearticulate memory and identity within the contested environments of the contemporary metropolis. Musical performance within the MTA transforms infrastructural spaces of circulation into provisional arenas of aesthetic intervention, interrupting the disciplinary rhythms of urban mobility and recording transit architecture as a site of embodied and affective encounter. In parallel, diasporic musical practices among Senegalese and Balkan communities reveal how inherited repertoires, sonic markers, and performative conventions are deterritorialized, recontextualized, and reinscribed within new urban assemblages, producing what may be understood as acoustically mediated geographies of belonging. Rather than treating folklore as residual tradition or static heritage, this paper conceptualizes urban folklore as a dynamic modality of cultural reproduction through which collective memory is materially and sonically embedded in metropolitan life. It proposes the concept of the urban sonic commons as a framework for theorizing the relationship between vernacular expressive culture and the politics of public space, arguing that

the soundscape of New York functions as a contested acoustic archive in which migratory histories, diasporic subjectivities, and vernacular modernities are continuously negotiated. In this sense, the paper positions sonic expression as a critical medium through which marginalized communities claim presence, articulate historical continuity, and reshape the symbolic and sensory order of the global city.

7:00-7:30

Dr. Dennis Krasnokutsky

Educational Equity, Urban Pedagogy, and Structural Challenges in Contemporary Inner-City Communities

In this research, we will examine the structural inequalities shaping educational access and pedagogical outcomes in contemporary inner-city communities, with particular attention to the role of arts education and musical practice as sites of intervention, empowerment, and social formation. Drawing upon scholarship in urban education, critical pedagogy, sociology of education, and arts-based learning, the study interrogates how entrenched socioeconomic disparities, uneven institutional funding, and spatialized patterns of exclusion continue to shape educational opportunity within metropolitan environments. Particular focus is given to the place of music education within urban pedagogical frameworks, examining how performance-based instruction and ensemble training may function as alternative pedagogical modalities through which students develop discipline, collaborative agency, embodied knowledge, and cultural self-articulation. Through the lens of string pedagogy and community-based music instruction, the paper considers the transformative potential of arts education in contexts where traditional educational infrastructures remain under-resourced or structurally constrained. At the same time, the study critically addresses the persistent marginalization of arts programming in public education, arguing that the unequal distribution of cultural and educational resources reproduces broader hierarchies of access, achievement, and social mobility across urban communities. It contends that educational equity must be understood not merely in terms of formal access to schooling, but through the distribution of pedagogical forms capable of fostering holistic intellectual, creative, and social development. By situating music pedagogy within broader debates on urban educational reform and structural inequality, the paper advances an interdisciplinary framework for understanding arts education as both a pedagogical practice and a form of civic intervention. In doing so, it argues that equitable educational futures in contemporary cities require renewed attention to the role of artistic training and cultural education in shaping resilient, critically engaged, and socially empowered urban learners.

Closing Programme

7:30-8:00 PM

Closing Reception and Featured Musical Performance

Music Recital Featuring Viktor Turudic (classical guitar)

Viktor Turudic is one of the youngest acclaimed classical guitar performers. He is the winner of the Ontario Provincial Competition (OMFA Ontario Music Festivals Association) in 2025. Turudic also won many prizes at local festivals and gained recognition in wider music performance circles. He performed in prestigious institutions across Canada and the United States, including the Elite Music Competition Winners Recital at Carnegie Hall in New York City.



Formal Reception

8:00-10:00 PM

Collegial Reception with Curated Hors d'Oeuvres and Cocktails

Renaissance New York Harlem Hotel Lounge

Organized by Milos Quick, Director of Sales and Marketing, Renaissance New York Harlem Hotel, New York City

Hosted by

New York Institute for the Humanities and Social Studies

A Hub for Humanistic Inquiry, Interdisciplinary Research, and Public Scholarship

Presented at Marriott Bonvoy Renaissance Hotels© Renaissance New York Harlem Hotel

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Location and Transportation



GETTING HERE Renaissance Hotel Harlem

2075 Frederick Douglass Blvd
New York, NY 10026

NEAREST SUBWAY STATIONS

A C D

125 St – St Nicholas Ave

4 min walk

2 3

125 St – Lenox Ave

5 min walk

4 5 6

125 St – Lexington Ave

5–6 min walk

OTHER OPTIONS

BUS

M2 / M3

125th St corridor

TAXI / RIDESHARE

Drop-off: W 125th St &
Frederick Douglass Blvd

FROM AIRPORTS

JFK: A train → 125 St
LGA / EWR: car recommended

All subway lines stop at 125th Street. Hotel is within a 4–6 minute walk from any station.