



LAIC 2019

Liberal Arts International Conference

Liberal Arts in the Global Age: Changing Winds and Shifting Sands

Conference Program

March 23-25, 2019

Texas A&M University at Qatar

HBKU Student Center

Doha, Qatar



LAIC 2019

Liberal Arts International Conference

Liberal Arts in the Global Age: Changing Winds and Shifting Sands

Conference Organizing Committee

Conference Chair

Dr. Aymen Elsheikh

Conference Co-Chair

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Welcome Message from the Conference Chair

It gives us a great pleasure to welcome you to the 7th Liberal Arts International Conference (LAIC) which takes place at the Student Center of Hamad bin Khalifa University and Texas A&M University at Qatar on March 23 – 25, 2019. Our previous conferences have discussed diverse topics with direct relevance to both the international and local contexts. They have also featured renowned and well-established scholars from prestigious institutions from around the world. As this conference is no different, we are particularly excited about it because it comes at a very important and critical juncture in time for Qatar and the region. Therefore, the main theme of this year's conference, **Liberal Arts in the Global Age: Changing Winds and Shifting Sands**, has carefully been selected to reflect the affordances and challenges of the region's current realities. To this end and while there are a number of topics addressing international and globalized issues, we sought the inclusion of interesting and thought-provoking presentations on Qatar and the Gulf region.



The conference features topics such as English language teaching and its use as a medium of instruction in Qatar and the region, liberal arts education, the political crisis of the GCC, the creation of a useable past in the Gulf region, political analysis and the politics of culture, among others. As our aim is to shed light on the role of the Liberal Arts in dynamic, changing, and diverse contexts, the conference committee selected more than 40 international speakers from 17 countries and 25 speakers from 10 different universities and institutions in Qatar.

In closing, I am positive that participating at the conference will provide a much needed professional learning experience as you bring your valuable expertise to our gathering. I trust that, throughout the conference, you will stay engaged and network with colleagues as we rely on your expertise to pave the way for a more engaged liberal arts education vis-à-vis the changing winds and shifting sands in the region and beyond. My thanks and appreciation go out to all of you for attending the conference.

Sincerely,

Aymen Elsheikh, Ph.D.
Conference Chair

Keynote Speakers

Claire Kramersch's area of research is applied linguistics and second language acquisition, as well as language pedagogy. She is the director of the Berkeley Language Center. In 2000, she received both UC Berkeley's Distinguished Teaching Award and the Distinguished Service Award from the Modern Language Association. In 1998, the Federal Republic of Germany bestowed on her the Goethe Medal in recognition of her work in fostering intercultural dialogue. Her writings deal with various aspects of the acquisition of language in discourse, language and culture, pragmatics, aesthetics, and hermeneutic approaches to language learning. Her 1994 book, *Context and Culture in Language Teaching* (1993), won the MLA's Kenneth Mildener Prize for Outstanding Research Publication in the Field of Foreign Languages and Literatures. The book is a pioneering attempt to reconceptualize the teaching of foreign languages as the crossing of cultural boundaries. She edited *Language Acquisition and Language Socialization: Ecological Perspectives* (2002) and *Redefining the Boundaries of Language Study* (1996), and co-edited *Text and Context: Cross-Disciplinary Perspectives on Language Study* (1992), a first exploration into the various disciplinary strands that make up the study of a foreign language. Her other books include *Language and Culture* (1998); *Foreign Language Research in Cross-Cultural Perspective* (co-editor, 1991); *Reden, Mitreden, Dazwischenreden: Managing Conversations in German* (1990); *Interaction et discours dans la classe de langue* (1984); and *Discourse Analysis and Second Language Teaching* (1981).



Ghanim Alnajjar is a Professor of Political Science at Kuwait University, and Chair of the Board of Arab Human Rights Fund based in Beirut, Lebanon. He served for eight years as the UN Independent Expert for Human Rights in Somalia, representing The former UN Secretary General Kofi Anan from 2001 until 2008. He was also elected as a member of the Coordination Committee of the UN Human Rights Mandate Holders 2005 and 2006. He serves as an advisor to ALECSO (Arab Unesco) based in Tunis. Former International Jurist with International Commission of Jurists based in Genève. Member of the Board of the Council on Arab and International Affairs. Member of the Advisory Board, MENA of Human Rights Watch. Member of Amnesty International Advisory Committee

for MENA Region. He took part in several international investigations, fact-finding, and trial observation and human rights issues missions to several countries such as Pakistan, Iraq, Afghanistan, Egypt, Bahrain, Morocco, Somalia, Yemen, and other countries, with Amnesty International, the UN, and other international organizations. He conducted several training workshops on human rights and conflict resolution, in Kuwait, Bahrain, Qatar, UK, France, Saudi Arabia, Egypt, USA, Peru, and others.

Dudley Reynolds is the author of a forthcoming WISE Research Report (wise-qatar.org) on Language Policy in Globalized Contexts. He is a Co-Area Head of Arts and Sciences and Teaching Professor of English at Carnegie Mellon University in Qatar as well as a Past President of TESOL International Association. His research focuses on issues of policy and practice related to language learning and teaching. In addition to undergraduates in Qatar, over his career he has taught elementary school learners in Egypt, Intensive English students at Indiana University, and MA TESOL candidates at the University of Houston.



Invited Speakers



Abdelwahab Al Effendi is a Professor of Politics, Dean, School of Social Sciences and Humanities, Doha Institute for Graduate Studies. Previously, Head of the Politics and IR Program at DI (2015-2017), and coordinator of the Democracy and Islam Program at the University of Westminster (since 1998). Also worked as diplomat in the Sudanese Foreign Ministry (1990-1997), a London-based journalist, including editor or managing editor of several publications (1982-1990). He also worked as a visiting fellow/professor at the Christian Michelsen Institute (Bergen, Norway), and the Universities of Northwestern (Chicago), Oxford, Cambridge, and the International Institute of Islamic Thought

and Civilization (Malaysia). Delivered keynote speeches and lectures at most major universities in the US, UK and a number of universities in Asia, Africa and South America. Al Effendi is the author of *Genocidal Nightmares: Narratives of Insecurity and the Logic of Mass Atrocities* (New York: Bloomsbury, 2015).

Fauzia Shamim is Professor and Dean, Faculty of Liberal Arts and Human Sciences at Ziauddin University, Karachi, Pakistan. Her current research interests include teacher development of non-native English speaker teachers, large class teaching, and English as medium of instruction.



Waleed Madibo is a Senior Governance and International Development Expert with over two decades of experience encompassing a scientific background in civil and structural engineering combined with 7 years' executive leadership of a highly successful non-government organization and more recent achievements in consultative support to the Qatari Ministry of Development Planning and Statistics (MDPS).

Saturday, March 23, 2019

8:30 – 9:00 Outside Cinema Hall	Registration and coffee
9:00 – 9:30 Cinema Hall	Welcome and opening remarks
9:30-10:30 Cinema Hall	<p style="text-align: center;">Keynote address Crises in the Gulf: Causes and future prospects <i>Ghanim Alnajjar, Kuwait University</i></p> <p>The current spat within the Gulf Cooperation Council with three of its members (Saudi, UAE, and Bahrain) boycotting another member (Qatar), came to many as a surprise. The GCC six-country organization appears to represent unusual unity and stability. This talk argues that such a view does not reflect reality by being simplistic and ignoring the region's history.</p>
10:30 – 11:00 Outside Cinema Hall	Coffee Break
11:00 – 12:30 LH 143	<p style="text-align: center;">Panel 1: (De) Constructing Online identities: Perspectives, themes and challenges</p> <p style="text-align: center;">Identity Online: A multi-disciplinary pragmatic account <i>Francisco Yus, University of Alicante</i></p> <p>In this contribution, a multi-disciplinary pragmatic account of online identity is proposed, presented as an extension of previous research on identity, with the aim of providing a more detailed analysis of what is really at stake in users' everyday identity-related online acts of communication.</p> <p style="text-align: center;">Techno-discursive design and digital meaning-making: Synergizing <i>the social</i> and <i>the digital</i> in social media critical discourse studies</p> <p style="text-align: center;"><i>Majid KhosraviNik, Newcastle University</i></p> <p>Envisaging a strictly CDS approach to Social Media Communication (SM-CDS), this paper examines the macro structural assumptions of CDA in the new context, such as power in or behind discourse, along with technological innovations in digital communication and political/discursive consequences of the digital communicative design, and the political economy of participatory web.</p>

Digital discourses of religion and identity among Muslim diaspora in the UK

Soudeh Ghaffari, Newcastle University

This presentation explores how younger Muslim diaspora communities may change the traditional forms/functions of religious rituals. It also examines the religious language use of the younger generation through analyzing a series of YouTube video-clips and user-generated comments, studying online/offline discourse/practices within home/host connectivity, and exploring the contemporary changes and adaptations in new media.

Terrorism in cyberspace: Mediatized Jihadists' discourse

Ryszard Machnikowski, University of Lodz, Poland

Monika Kopytowska, University of Lodz, Poland, Panel Chair

With terrorism being a form of psychological warfare affecting collective consciousness and public imagination, the Internet has become an important tool of Jihadi propaganda intended to instigate fear, incite and legitimize violence, unite and mobilize. The present paper will explore the pragma-semiotic potential of cyberspace for promoting terrorism-related content and thus achieving strategic goals of terrorist groups.

11:00-12:30
LH 144

Panel 2: Physical and virtual geographies: Ethical, social and political concerns in the GCC

Anwar Dafa-Alla, Sudanese Researchers Foundation, Panel Chair

Qatar, the Gulf conflict, and the role of cyberspace in an era of changing winds and shifting dunes

Tobias Burgers, Keio University

The paper discusses the role of cyberspace in the ongoing Qatar diplomatic crisis. It highlights how cyberspace was the staging area for the larger, physical conflict. Furthermore, it illustrates how subsequently (regional) cyberspace turned into a hidden conflict zone, in which actors, regionally, and beyond, engage in a cyber conflict.

Revitalizing regionalization in the age of anti-globalization: Strategies for GCC

Hasan Mahmud, Northwestern University in Qatar

Mohammad Miah, University of Nizwa

International free trade is in backlash due to various economic and political reasons. Its adverse effects need to be counteracted through revitalizing regionalization. GCC, as an economic block is underutilized. This research aims at unveiling economic prospects for GCC countries by identifying its possible strategies to harness regional trade among the member states.

The GCC and the Maghreb Union: Two failed Arab integration experiences

Noureddine Radouai, Doha Institute for Graduate Studies

Inside the Arab world, other than the Arab League, there are two main regional integration unions: the GCC and the Arab Maghreb Union. Despite their potential, this paper highlights their failure, especially in the field of economic integration and that they are facing existential obstacles, which could potentially lead to their dismantlement.

Saturday, March 23, 2019

11:00-12:30
LH 238

Panel 3: Bridging the gulf: Amplifying marginalized voices in the liberal arts

Universalizing Western frames in the Liberal Arts: A critique

Smith Oduro-Marfo, University of Victoria

The dominance of western-sourced concepts, theories, and frames in the liberal arts undermines the 'liberation' suggested by liberal arts and the unison connoted by 'globalization'. Using surveillance studies as a case in point, this paper shows how the universalization of western analytical frames marginalizes global south knowledges and affects the designing of context-relevant policy solutions.

Navigating space: Afropolitanism's answers to cosmopolitan questions

Elias Adanu, Texas A&M University

This paper offers up Afropolitanism as an analytical category for revisiting questions of identity and indigeneity, national borders, and globalization through a reading of Teju Cole's Open City. The navigation of Julius, the main character, through New York City, challenges prevailing migratory and cosmopolitan exchanges, not least in the Gulf region which is seeing hypermobile.

Enacting transnational rhetorical contacts in a global age

Stephen Daduqblor, University of Texas at Austin

Taking media engagement around Ghana's discourse with/about China and, more recently, with countries of the Gulf Region as background, this paper argues that any comprehensive understanding of rhetoric across borders ought to account for questions of difference and cultural specificities and for sites of interstitial understandings arising from global contacts.

Transplanting pedagogies: Western systems in the global South

Umar Mohammed, Texas A&M University

This paper interrogates transplanting knowledge systems and teaching methodologies. I will be using the case of the setting up of the West African Examinations Council (WAEC) by a consortium of London Universities and the recent American and European universities in the Gulf to highlight challenges and opportunities.

11:00-12:30
148G

Panel 4: The creation of a useable past in the Gulf region

Past and future, the nation & the global: Qatar's Bin Jelmoed House

Sandra Richards, Northwestern University, USA

I analyze the construction of the nation and the global that the Bin Jelmoed House seeks to effect. One of four heritage houses narrating the nation's history, its displays about slavery, along with the recent DNA installation, stage before diverse audiences an intriguing dance in which the global and the local, forthright critique and social reticence are partnered.

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	<p style="text-align: center;">Locating the kitāb al-shifā' bi-ta'rif huqūq al-Muṣṭafā by Qāḍī 'Iyāḍ (1083–1149) in the global age <i>Dagmar Riedel, Columbia University, USA</i></p> <p>The eleven Shifā' manuscripts in the Heritage Collection of Qatar National Library offer the opportunity to examine how in 2019 Muslims, whether they live in diaspora communities or in Muslim societies, understand a twelfth-century work about the Prophet, which originated in the Maghrib and ever dropped out of circulation.</p> <p style="text-align: center;">Networks, translocality, and empire: Negotiating the slave market in the 19th c. Western Indian Ocean <i>Emilio Ocampo, Cornell University, USA</i></p> <p>This research uses a multi-scale spatial and discursive analysis to examine how a specific site informed colonial knowledge production in the 19th century Western Indian Ocean. With a focus on slave markets in Zanzibar and Muscat, I borrow from Lefebvre to situate these sites as colonial spatial productions.</p>
<p>12:30 – 2:00 Blue Area</p>	<p style="text-align: center;">Lunch</p>
<p>2:00 – 2:45 LH 143</p>	<p style="text-align: center;">Engineering the liberal arts <i>Ian Kalman, Fulbright University, Vietnam</i></p> <p>Fulbright University Vietnam is unique in that its liberal arts content is being developed using methodologies from computer science, and design (i.e. user-centered design, agile scrum, etc.). We provide an ethnographic account of the institution's development and interrogate the broader relationship between process and product in higher education.</p>
<p>2:00 – 2:45 LH 144</p>	<p style="text-align: center;">The perceptions of Muslim mothers regarding the American school system: Comparing immigrant and non-immigrant perspectives <i>Nazneen Askari, Texas A&M University</i> <i>Radhika Viruru, Texas A&M University</i></p> <p>Little research exists on Muslim mothers' perceptions of American schools and the underlying factors contributing to these perceptions. Primary results indicate immigrant mothers have a more positive perception of American schools compared to those who have been raised in the United States.</p>
<p>2:00 – 2:45 LH 238</p>	<p style="text-align: center;">Scaffolding the writing of arguments in History through an interdisciplinary collaboration: The value of explicit language-based writing instruction <i>Silvia Pessoa, Carnegie Mellon University in Qatar</i> <i>Thomas Mitchell, Carnegie Mellon University in Qatar</i> <i>Aaron Jacobson, Carnegie Mellon University in Qatar</i></p> <p>This presentation reports on an interdisciplinary collaboration between English and history faculty to scaffold argumentative writing in a history course at an English-medium university in Qatar. We describe the materials used in writing workshops and the assessment rubric that resulted from the collaboration, and show evidence of student writing development.</p>

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<p>2:00 – 2:45 148G</p>	<p>Overfitting in time series analysis: A solution and applications to political analysis <i>Taeyong Park, Carnegie Mellon University in Qatar</i></p> <p>This paper develops new Bayesian penalized estimation algorithms, which outperform the conventional OLS estimation in terms of prediction and causal effect estimation when overfitting is present. The performance of the new algorithms and their benefits are demonstrated by a series of Monte Carlo simulation experiments and an application to political science data on the U.S.-Israel-Palestine relationship.</p>
<p>3:00-3:45 148G</p>	<p>Integrating experiential learning in the curriculum: An exemplar from premedical education <i>Rachid Bendriss, Weill Cornell Medicine - Qatar</i> <i>Reya Saliba, Weill Cornell Medicine – Qatar</i></p> <p>This presentation reports on an experiential learning (EL) project developed for the EAP course in a premedical program. EL is a learning approach that supports students in gaining hands-on knowledge, developing their communication skills, and appreciating the attributes of physicianship. This presentation shares the outcomes of the EL project.</p>
<p>3:00 – 3:45 LH 238</p>	<p>Systemic response to tyranny: Sudan’s revolution <i>Waleed Madibo, Governance and International Development Expert</i></p> <p>Sudan’s youth led a revolution in December 2018. This paper discusses causes of the revolution: Whether it occurred because, or despite, of poverty, unemployment, inequality, structural racism, and cultural degradation.</p>
<p>3:00 – 3:45 LH 143</p>	<p>Shifting roles of the English language in the education and working environments of engineers in the Arabian Gulf <i>Amy Hodges, Texas A&M University at Qatar</i> <i>Leslie Seawright, Missouri State University</i></p> <p>This presentation examines the impact of English-medium higher education on language identities of students in Qatar and considers their complicated translanguaging techniques as they move between home and school discourses. We expand upon the prevalent views of English as a lingua franca in Doha and other transnational locations.</p>
<p>3:00 – 3:45 LH 144</p>	<p>Nostalgic diaspora or diasporic nostalgia? Discursive and identity constructions of Greeks in Qatar <i>Irene Theodoropoulou, Qatar University</i></p> <p>This paper tackles the discursive constructions of the approximately 4,000-member Greek diasporic community in Qatar. It is an 8-year long digital and linguistic ethnographic study on the linguistic and semiotic ways whereby Greeks in Qatar negotiate, challenge, and respond to the sociopolitical and cultural narratives that constitute “nostalgia.”</p>

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4:00-5:30
LH144

Panel 5: Passing the gut': Story-telling, language, landscapes, and memory in native North American cultures

Monsters never truly die, they keep coming back! Monsters and Monster-Slayers in Caddoan Oral Traditions

Mark van de Logt, Texas A&M University at Qatar, Panel Chair

This presentation analyzes monsters (and the heroes who kill them) in certain Native American traditions. It aims to show that Native American oral traditions are valuable historical sources in their own right and comparable to conventional sources used by most historians. Special attention will be given to so-called "contact monsters," which were metaphors for disasters caused by European invasion and colonization.

Recovering places by retelling our stories

Scott Manning Stevens, Syracuse University

Onondaga Lake is a site sacred to the Haudenosaunee Confederacy, also known to Europeans as the League of the Iroquois. My paper focuses on the founding of the Skä•noñh Center for the Great Law of Peace in 2104 and continued efforts to clean up the lake and to educate the general public about Haudenosaunee history.

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8:30 – 9:00 Outside Cinema Hall	Registration/ Coffee and Networking
9:00 – 9:50 Cinema Hall	<p style="text-align: center;">Keynote address The politics of culture in foreign language education <i>Claire Kramersch, University of California at Berkeley</i></p> <p>Today, the local vs. global aspects of culture prompt applied linguists to take a more political view of culture in foreign language education and to build considerations of symbolic action and symbolic power into their theories of communicative competence. This talk draws on poststructuralist ecological theories of communication and electronic mediation as well as on the theory of symbolic competence (Kramersch, 2011) to redefine and reconceptualize the role of culture in a politically aware applied linguistics.</p>
10:15 – 11:00 Conference room 5	<p style="text-align: center;">Teaching analytical argumentative writing across the disciplines <i>Maria Pia Gomez Laich, Carnegie Mellon University in Qatar Divakaran Liginlal, Carnegie Mellon University</i> <i>Michael Maune, Carnegie Mellon University in Qatar</i></p> <p>This presentation reports on a classroom-based project conducted by EAP and disciplinary instructors to scaffold learners' ability to write effective analytical argumentative texts at an English-medium university in Qatar. We describe the process of developing the materials used in the writing workshops and the assessment rubric that resulted from the collaboration.</p>
10:15 – 11:00 Conference room 3	<p style="text-align: center;">Operation cockroach: Harnessing intellectual shock for teaching critical thinking to freshmen <i>Magdalena Rostron, Academic Bridge Program, Hamad Bin Khalifa University</i></p> <p>This presentation concerns classroom strategies for teaching critical thinking based on controlled “shock value” readings on controversial topics, such as cockroaches. I discuss weak versus strong critical thinking skills in an intercultural academic setting, illustrating the need for strong critical skills methodology with an example of my own classroom project.</p>
10:15 – 11:00 Conference room 2	<p style="text-align: center;">Social media models in the liberal arts classroom <i>Sam Meekings, Northwestern University in Qatar</i></p> <p>Form shapes the way that writing is transmitted and received: Twitter, Instagram, and YouTube present models as distinct and formally challenging as a sonnet or novel. My paper will explore how instructors can utilize the form and constraints of social media environments to encourage critical thinking in the writing classroom.</p>

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10:15 – 11:00 148G	<p>The writing-enriched curriculum: Ownership, transformation, and sustainability</p> <p style="text-align: center;"><i>Chris Anson, North Carolina State University</i></p> <p>This presentation will describe, theorize, and illustrate a new, more sustainable approach to writing across the curriculum called the “writing-enriched curriculum.” The WEC model empowers individual departments to “own” their efforts by implementing localized outcomes and curricular plans to best meet the needs of their discipline, students, and faculty.</p>
11:00 – 11:20 Outside Cinema Hall	Refreshment break
11:30 – 1:00 Conference room 5	<p>Maximizing learning in large classes: Together we can make a difference!</p> <p style="text-align: center;"><i>Fauzia Shamim, Ziauddin University, Pakistan</i></p> <p>What is a large class? How large is large? How do teachers and learners experience teaching-learning in large classes? This interactive presentation will begin by addressing these initial questions about large classes. Next, specific classroom strategies used successfully by teachers to enhance learner engagement and achievement in large classes will be shared.</p>
11:30 – 1:00 Conference room 3	<p style="text-align: center;">Panel 6: Translingual practices in higher education</p> <p>Multilingual pre-service teachers translinguaging practices in the classroom</p> <p style="text-align: center;"><i>Hayat Messekher, Ecole Normale Supérieure, Algeria</i></p> <p>This study investigates the language ideologies and linguistic practices of multilingual pre-service teachers in Algeria. Using Van Lier’s ecological approach and Horner et al. translingual approach, we investigate the linguistic choices in the pedagogic actions in the classroom and how these relate to the dominant academic and policy discourses.</p>

Making teaching meaningful in an English-only context: Lessons from professors in the UAE

Aymen Elsheikh, Texas A&M University at Qatar

This paper reports on a study which documented how Arabic-English bilingual instructors at the post-secondary level in the United Arab Emirates (UAE) report making their English-medium teaching of content comprehensible for their Arabic-dominant students. At its very core, the study examined the language ideologies of these bilingual instructors and the implications for classroom practice.

Translanguaging pedagogy in transnational higher education spaces: Challenges and opportunities

Sara Hillman, Texas A&M University at Qatar

This presentation considers both the challenges and opportunities for promoting translanguaging approaches such as translanguaging pedagogy in transnational, English-medium university spaces. It expands on findings from a recently published exploratory study on teachers' translanguaging ideologies and practices at an international branch campus in Qatar.

11:30 – 1:00
148G

Panel 7: English as a medium of instruction and internationalization: Issues, challenges, and possibilities

Pedagogical and assessment practices in EMI

Zohreh Eslami, Texas A&M University at Qatar – Panel Chair

Keith Graham, Texas A&M University

This presentation will adapt Texas A&M University's Center for Teaching Excellence's Course Design Cycle for an EMI setting. Specifically, the presenters will discuss how each of the five stages can be influenced in an EMI classroom by both the content being taught and the language it is being taught through.

Transnational Alignment of English Competencies (TAEC): From data to decisions about EMI lecturer support

Joyce Kling, University of Copenhagen

Slobodanka Dimova, University of Copenhagen

The presenters will outline a current transnational European project initiated to develop a common framework for EMI quality assurance and support, and aid in the adaptation of local EMI training and assessment instruments for transnational uses.

Assessing content teachers' language proficiency for English medium instruction

Slobodanka Dimova, University of Copenhagen

Joyce Kling, University of Copenhagen

Using in-depth analysis of an oral English assessment for EMI lecturers, the presenters will argue that oral English assessment procedures for teachers in EMI contexts can separate language and the linguistic aspects of pedagogy (pragmatics, intonation, rhetorical signaling) from the teaching strategies (student involvement, eye contact, uses of visuals).

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	<p style="text-align: center;">Qualifying Parallel Language policy: More Languages for More Students <i>Sanne Larsen, University of Copenhagen</i></p> <p>This presenter discusses the results of a pan-university, centrally funded project, focusing on the core challenge for the project, namely, how to remain true to the parallel language use policy of the university, while developing and implementing support for students in a range of foreign languages.</p>
<p style="text-align: center;">1:00 – 2:00 Student Center Cafeteria</p>	<p style="text-align: center;">Lunch</p>
<p style="text-align: center;">2:00 – 3:00 Link Atrium</p>	<p style="text-align: center;">STEM vs STEAM <i>Marguerite Harris, Institut Mines- Telecom Business School, Paris</i></p> <p>This session features images relating to art and science, such as creative light and motion and sculptures (metal) for the discussion of world peace and world balance. The session will give the audience an opportunity to understand and learn more about sculpture, metal, light and motion, which provide useful discussions for classrooms integrating STEAM programming.</p> <p style="text-align: center;">Non-employment experience options for CV writing in the EFL context <i>Conan Kmiecik, Qatar University</i></p> <p>This poster presentation highlights the non-employment experience options that were developed for a CV writing project so that Qatari students in a university English for business communication course could identify their meaningful experiences, practice the target language, and build discussion points for a mock job interview.</p> <p style="text-align: center;">How to teach culture through art and technology <i>Helene Pattio, TESOL France</i></p> <p>This session highlights the role of language and culture in the classroom. It features a rationale for a typical lesson as well as examples of students' experiences (pictures, comments, etc). Attending this poster presentation helps the audience gain new ideas of creating language lessons revolving around cultural aspects for their classroom.</p> <p style="text-align: center;">Literary exhibitions: Fertile matrix for global liberal arts education <i>Deborah Margolis, Michigan State University</i></p> <p>Exhibitions, when integrated with courses, clubs, and events, provide a fertile matrix for discussions of literature, arts, language, culture, and politics. A model for literary-based library exhibitions and related activities will be presented. The exhibition Forms of Activism: Sahar Khalifeh's Palestine will be offered as a case study.</p>

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Humanizing education: Teachers as change agents

Sameh Marzougui, Ministry of Education, Tunisia

This poster session will depict a variety of activities implemented in an underserved area in Uganda and its implication on teaching and learning through engaging emotion, empathy, support and learner involvement in all the new applied practices. The poster will also show the positive transformation that a humane teacher can make.

Message as a Function of Audience

Anurag Srivastava, Texas A&M University at Qatar

This session highlights a couple of case studies from the ongoing Qatar Blockade crisis. It shows how messages act as a function of the audience and how the same message is delivered in entirely distinct manners from various sources.

The Minzu Paradigm and the Hui: Discrepancies in Economic Standing

Mudassar Raza Shakir, Georgetown University in Qatar

This Chinese state propagates a narrative of the “minzu paradigm” – this idea that minorities in China need to follow policies of “Sinicization” in order to become more like the Han majority if they wish to “develop” and move up the social ladder. This paper examines this paradigm and argues that it is one of the main reasons the Hui Muslim minority in China has not been able to better their economic standing as compared to the Han.

NGOs as Educators: Civil Society and Primary Education in Islamabad

Zaubash Shakir, Georgetown University in Qatar

This thesis chapter explores the major differences in the content in NGO led schools in Islamabad at a primary level, and provides an argument for the causality - ie, the difference in curriculum is due to: 1) The target audience and where the community comes from, and 2) The scale of the NGO itself, and its modus operandi.

3:15 – 4:00
LH 144

A Foreign generation: How to speak their language

Turkan Aydin, Qatar University

This session brings out the issue of decreasing levels of learner motivation and raises questions to understand the reasons behind it. Effects of digital age and ways to be able to reach out to our students will be discussed in order to find ways to make teaching more effective.

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<p>3:15 – 4:00 148G</p>	<p style="text-align: center;">The scope for ethical thinking in the neo-liberal university <i>Khalid Mir, Lahore University</i></p> <p>This paper argues that we are in the midst of a new educational crisis. I look at one manifestation of this crisis- the separation of ethics from economics and ask how multidisciplinary perspectives in general, and a liberal arts one in particular, can help us recover a more humane and ethical economic theory.</p>
<p>3:15 – 4:00 Conference room 2</p>	<p style="text-align: center;">International efforts to regulate cyberspace: Between multi-stakeholder and multilateral approaches <i>Monika Valentukonyte, Vilnius University</i></p> <p>This paper addresses cyber governance practices in regional and global levels and the division between multi-stakeholder and multilateral approaches within. Although regional initiatives prove to be more effective and are likely to lead the progress in foreseeable future, it cannot fully replace global cooperation and therefore the balance between multi-stakeholder and multilateral governance should be tackled.</p>
<p>3:15 – 4:00 Conference room 3</p>	<p style="text-align: center;">Pious and defiant: An analysis of the development of feminism thought in Iran – 1979-2017 <i>Dalia Elsayed, Concordia University, Canada</i></p> <p>This paper explores the trajectory of the Iranian feminist thought and develops a comparative perspective to understand this unique phenomenon. A particular focus of the paper is on the institutional challenges that feminist thought faces in Iran. The paper concludes by pointing avenues for future work in this field.</p>

Monday, March 25, 2019

8:30 – 9:00 Outside Cinema Hall	Registration/Coffee and networking
9:00 – 9:45 Conference room 3	<p style="text-align: center;">The impact of neoliberalism on the reform of legal education in Pakistan <i>Sikander Shah, Lahore University</i></p> <p>This presentation will focus on how structural defects within neoliberalism will continue to adversely impact the status of public legal education in Pakistan. Among other issues, the ethical and legal challenges confronted as a consequence of legal education and policy being effectively controlled by judicial elites will be examined.</p>
9:00 – 9:45 Conference room 5	<p style="text-align: center;">Talking oneself to death: Violent stories and stories of violence <i>Abdelwahab El-Affendi, Doha Institute for Graduate Studies</i></p> <p>The recent upsurge in populism in the United States and Europe has stunned observers, surprised to see mainstream Western politics take a ‘Third World’ flavor. This talk examines how the stories we believe makes us who we are, how such stories are constructed and marketed, and how they achieve their impact. Also the context in which scare stories become prevalent and more believable, often irrationally. No less important: What can we do about them.</p>
9:00 – 9:45 Conference room 2	<p style="text-align: center;">Mother tongue, foreign words: The impact of English language education on the identities of youths in the Gulf <i>Stacey Showers, Ealing Borough Council</i> <i>Portia Owusu, University of Kent</i></p> <p>This presentation focuses on “Arablish” as used in the expressions and communications of youths in the Gulf area. It considers correlations between education, language and identity to consider what Arablish and its usage among youths in the Gulf area tells us about changing ideas about Arab identity and its place in a globalized world.</p>
9:00 – 9:45 148G	<p style="text-align: center;">Seeing the world through local eyes <i>Kevin Bonney, New York University</i> <i>Molly Martin, New York University</i></p> <p>This session will engage participants in thoughtful discussion about using writing to provide a truly global liberal arts education. Discussion is framed by examples of culturally-immersive writing activities from New York University. Participants are encouraged to share experiences and reflect on how to incorporate innovative writing activities into their curriculum.</p>
10:00 – 11:30 LH 143	<p style="text-align: center;">Panel 8: English as a medium of instruction (EMI) in higher education</p> <p style="text-align: center;">One size does not fit all: Contesting English medium instruction <i>Mick King, Community College of Qatar</i></p> <p>Based on primary and secondary doctoral research as well as his own tertiary Gulf experience, the presenter questions the assumption that EMI is the best method to use when delivering content. Delegates are invited to share their views and reflect on the suggested alternatives to EMI in certain contexts.</p>

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Challenges of using EMI: Teachers' perspectives

Mohammed Mouhanna, Freelancer – Australia

This research study examines content teachers' perceptions of English Medium Instruction (EMI) in the university context. Based on a critical approach the study draws on in depth semi structured interviews of lecturers from different faculties. This study contributes to a small but growing body of literature assessing language policy.

An exploratory research of strategies used by students in EMI science classrooms in Qatar

Shereen Hamadeh, University Foundation College in Qatar

This presentation reports on a case study of seven students studying sciences through the medium of English. An analysis of interviews and student notes unveiled challenges and coping strategies employed by these students. Pedagogical implications will be drawn based on the findings.

10:00 – 11:30
LH 144

Panel 9: New approaches to Qatar history

Performing Zubara as a Contested Qatari Borderland: the Politics of Inclusion, Exclusion, Categorization, and Narration during the Oil Concession Era and beyond

Peter Polak-Springer, Qatar University

This paper examines the Zubara area in the twentieth century as a Qatari frontier land. It focuses on the 1937 conflict over Zubara, and how it led to certain modern concepts of this area as a border land, which were reinforced by government policies of inclusion, exclusion, categorization, and narration.

Society and Economy in Qatar in the Eve of the Oil industry Based on Archaeological Evidence

Mohammedmoin Sadeq, Qatar University

A series of archaeological sites dated from the 18th to the beginning of the 20th century have been excavated in Qatar. In light of the uncovered architecture and material culture, this contribution endeavors to reconstruct major characteristic of the society in Qatar at that time alongside with their economy and trade with close and far regions.

Historical Instruction in Al Khaleej: Adapting the Community College Model to a Qatari Context

Mark Gleason, Community College Qatar

This presentation looks at Qatari perspectives on specific techniques in conducting education. It will, in part, draw on the presentations of the two preceding panel papers, using them as examples of local history which must be adjusted when discussed in courses being taught in the Gulf in general and Qatar in particular.

10:00 – 11:30
148G

Panel 10: Foundations of education in a multicultural society (TAMUQ students' panel)

Perspectives on Learning STEM Subjects in English instead of Arabic

Muhammad Paracha, Noora Al-Sulaiti, Fatima Al-Khayarin, Ahmad Abdalla

This exploratory study looks at the perspectives of TAMUQ students on learning STEM subjects in English versus Arabic. The findings show mixed responses, although more favorable towards learning STEM subjects in English, and we offer some solutions related to language policy and planned in Qatar based on our findings.

The different perspectives of male elders and youth in Qatar on women in the workplace

Farah Ramadan, Hamad Al-Hendawi, Bandar Al-Abdulla

This study examines whether the perspectives and opinions of Qatari male youth differ from those of Qatari male elders when it comes to women in the workplace. The findings show that there is not as big of a difference as we predicted and we discuss some of the continued cultural challenges when it comes to views about women in the workplace in Qatar.

The gender gap in engineering majors

Lina Karkoub, Ebtihal Youssef, Hayfaa Al-Kuwari

Although females now make up almost 50% of the entire TAMUQ student body, this study shows that there is still a significant gender gap within certain majors like mechanical engineering and we discuss some of the potential reasons why and how to minimize this gap.

10:00 – 11:30
LH 238

Panel 11: Comparative perspectives on political and constitutional change

James Rogers, Texas A&M University at Qatar, Panel Chair

Behavioral challenges to institutional development

Waleed Madibo, Governance and International Development Expert

People's habits and rote behaviors are learned under status quo institutions and support those institutions. As a result, these behaviors can deter institutional development even when people desire a change. The challenge of successful institutional change is to recognize the need to motivate changes in underlying personal behaviors as well.

Islamizing the political: A comparative analysis of regime legitimizing strategies of three Muslim autocratic rulers

Hassan Bashir, Texas A&M University at Qatar

Walli Ullah, Georgetown University in Qatar

Various autocratic regimes use religion to supplement other justifications to acquire regime legitimacy. Consequently, religious politics remains an elitist project of planned political engineering and almost never a result of grass root uprising in these countries. This paper compares the politics of three Muslim countries, and analyzes policies enacted by autocratic regimes in those nations.

A "Mirage" or a must-have?: "Social justice" as a standard for institutions and policy

Benjamin Peterson, Texas A&M University

In this presentation, I attempt to clarify the concept of "social justice," drawing from twentieth-century articulations of the concept grounded in "higher law." I argue that a theory based on social justice can offer a standard for evaluation of institutions and policy. Finally, I offer a framework for arguing about the best theory of social justice.

The subaltern variation: Vanguardist politics after the Second World War

Phillip Gray, Texas A&M University at Qatar

The first part of the twentieth century witnessed the 'golden age' of vanguardism. Following the Second World War, vanguardist politics had reduced success in gaining power within the Western world. This paper discusses the changes that occurred within vanguardist political forms in the Western world during this period, particularly in group identity and organizational form.

Monday, March 25, 2019

11:30 – 12:00 Outside Cinema Hall	Light refreshments
12:10 – 1:00 Cinema Hall	Closing keynote The politics of language learning in Qatar: From a history of competition to a future of collaboration? <i>Dudley Reynolds, Carnegie Mellon University in Qatar</i> Language education in Qatar has historically reflected public perceptions that Arabic and English must compete, in both society and the mind of individuals. But what if language education in Qatar focused on developing students as competent multilinguals, rather than proficient speakers of individual languages? How would the questions for educational policy change? What would the impact be on achieving the country's strategic goals? What challenges should we expect?
1:00 – 1:30 Cinema Hall	Closing remarks

Presenters' biodata

A

Ahmad Abdalla is a TAMUQ senior majoring in Petroleum Engineering.

Elias Adanu is a Ph.D. student in the Department of English at Texas A&M University. He studies the rhetorical circulation of Afropolitan discourse.

Bandar Al-Abdulla is a TAMUQ sophomore majoring in Chemical Engineering.

Hamad Al-Hendawi is a TAMUQ junior majoring in Chemical Engineering.

Fatima Al-Khayarin is a TAMUQ sophomore majoring in Petroleum Engineering.

Hayfaa Al-Kuwari is a TAMUQ junior majoring in Electrical Engineering.

Noora Al-Sulaiti is a TAMUQ sophomore majoring in Electrical Engineering. She is a member of the Qatari Student Association and the IEEE Honor Society.

Chris Anson is Distinguished University Professor, Professor of English, and Director of the Campus Writing and Speaking Program at North Carolina State University, where he teaches graduate and undergraduate courses in language, composition, and literacy.

Nazneen Askari is a Ph.D. student at Texas A&M University.

Turkan Aydin has worked as an English teacher, TOEFL iBT writing rater, Cambridge ESOL speaking examiner and an International Bachelorette examiner. She also served as a Fulbright Scholar in the US.

B

Hassan Bashir is an Associate Professor of Political Science and specializes in political theory and International Relations. His research interests include history of political thought, comparative political theory, modern South Asia and moral dimensions of globalization.

Rachid Bendriss is an Assistant Dean for Student Recruitment, Outreach, and Foundation Programs, Associate Professor of English as a Second Language at Weill Cornell Medicine-Qatar.

From NYU Liberal Studies, **Kevin Bonney** is Assistant Dean of Faculty Development and Clinical Assistant Professor.

Tobias Burgers is a doctoral candidate, final semester, OSI, FU Berlin and a visiting fellow at the Keio Global Research center/Cyber Civilization Research Center, Keio University, Tokyo, Japan.

D

Stephen Dadugblor is a Ph.D. student in the Department of English at The University of Texas at Austin, USA. He researches democratic deliberation around divisive public issues in and across cultures.

Anwar Dafa-Alla has Msc. & Ph.D. in Computer Science with a concentration on Data Mining, Security & Privacy from Chungbuk National University in South Korea. He taught and worked as a researcher and Computer Science assistant professor in Korea, Sudan, KSA, & Qatar. He is the founder of Sudanese Researchers Foundation and he is also a TEDx organizer.

Slobodanka Dimova is an Associate Professor at the University of Copenhagen. Her research interests include language testing, EMI, and L2 speaking. Her work appears in Language Testing, English for Specific Purposes, and World Englishes. She also edited English-Medium Instruction in European Higher Education (with Anna Kristina Hultgren and Christian Jensen).

E

Dalia Elsayed is a PhD student at Concordia University's department of Education. Elsayed's research focusses on Islamic governance and educational reform in the Muslim world; particularly virtue and gender education.

Aymen Elsheikh is an Instructional Assistant Professor at Texas A&M University at Qatar. His research interests revolve around translanguaging, teacher knowledge and identity, teaching English as an international/global language, language teacher associations, among others.

Zohreh Eslami is a professor at Texas A&M University, and currently serves as the Liberal Arts Program Chair at Texas A&M University - Qatar.

G

Soudeh Ghaffari's research interests lie at the intersection of language, culture, media and religion. She has been examining contemporary discourses of (national) identity through symbolic apparatus of religion and media in the context of Shi'a majority Iranian nation and beyond in both mass and digital media.

Mark Gleason is an Instructor of History at the Community College of Qatar.

Maria Pia Gomez Laich is an Assistant Teaching Professor of English at Carnegie Mellon University in Qatar where she teaches and researches second language writing.

Keith M. Graham is pursuing a Ph.D. in Curriculum and Instruction from Texas A&M University.

Phillip W. Gray is an Assistant Professor of Political Science at Texas A&M University at Qatar. His main areas of research are extremist political movements and alternate forms of political organization.

H

Shereen Hamadeh is currently the Director of the Foundation Department at the University Foundation College in Qatar. She has broad experience in education in Qatar with experience in higher education management, teacher training at the Ministry of Education, and as a secondary school and foundation year Chemistry teacher. She has published her research in peer reviewed academic journals. She is currently in the processes of completing her Doctorate in educational research at the University of Bath.

Marguerite Harris is a graduate of Indiana University Bloomington. She holds an MFA in New Media and followed theoretical studies on Cinema. Harris has written and published essays on art and Experimental Cinema, which are used as references in the fields of Contemporary Cinema and New Media Theory. She now works in metal sculpture which is a direct development from her media installation projects. Her work has been exhibited in the US, France and Germany.

Sara Hillman is an Assistant Professor at Texas A&M University at Qatar. Her research interests broadly include language learner ideologies, language and identity, translanguaging, and language policy and planning.

Amy Hodges is an Instructional Assistant Professor of English and the Writing Across the Curriculum Coordinator in the Center for Teaching and Learning at Texas A&M University at Qatar. Her current research is on transnational writing program administration and communication strategies in multinational workplaces.

J

Aaron Jacobson is a Visiting Professor of History at Carnegie Mellon University in Qatar.

K

Ian Kalman is a founding faculty member at Fulbright University Vietnam. His anthropological research examines culture, law and policy. He has worked at Western University and the Max Planck Institute.

Lina Karkoub is a TAMUQ junior majoring in Chemical Engineering.

Majid KhosraviNik researches the intersection of participatory web, discourse and politics by investigating the impact, dynamic and challenges of social media technologies within a Social Media Critical Discourse Studies (SM-CDS) model.

Mick King is Chair of the English Language Center at the Community College of Qatar. Much of his research dissemination has centered on EMI.

Joyce Kling is an Academic Research Officer at the University of Copenhagen. Her research interests include EMI, language testing, and foreign language pedagogy. She is the co-author of *English Medium Instruction in Multilingual and Multicultural Universities: Academics' Voices from the Northern European Context* (with Birgit Henriksen and Anne Holmen).

Conan Kmiecik has worked in International Education for the past decade—having served as an ESL/EFL instructor, an IEP coordinator, a short-term program developer, and a SEVIS advisor.

Monika Kopytowska's research interests revolve around the interface of language and cognition, identity, and the pragma-rhetorical aspects of the mass-mediated representation of religion, ethnicity, and conflict.

L

Sanne Larsen is a postdoc at the University of Copenhagen. Her research interests include L2 writing, integrating content and language in higher education, and EMI.

Divakaran Liginlal is a Teaching Professor of Information Systems at Carnegie Mellon University. He does research on information security, human-computer interaction, and decision support systems.

M

Ryszard M. Machnikowski specializes in terrorism and security studies. He is the author of several books and numerous articles on the problems of security, terrorism, transatlantic relations, globalization and European integration.

Waleed Madibo is a Senior Governance and International Development Expert with over two decades of experience encompassing a scientific background in civil and structural engineering combined with 7 years' executive leadership of a highly successful non-government organization and more recent achievements in consultative support to the Qatari Ministry of Development Planning and Statistics (MDPS).

Deborah J. Margolis is Middle East Studies and Anthropology Librarian at Michigan State University (MSU). She has presented and published on MSU's Muslim Journeys scholar-led book discussion programming in the Middle East Librarians Association journal (MELA Notes) and at the University of Jordan's International Conference on Electronic Publishing (Proceedings 2017).

Molly Martin is Associate Dean of Academic Affairs and Clinical Associate Professor. **Sameh Marzouqui** is a Tunisian Senior Teacher and a trained Cambridge DELTA Teacher Trainer. She has been practicing TEFL and TEYL for fifteen years in Tunisia and abroad. She is an active member in Tunisia TESOL, TATE, Africa TESOL. She is also a member in Morocco MATE, EFLL Bangkok and IATEFL YL SIG. She has delivered different workshops and presentations all over the world such as, Morocco, Spain, Copenhagen, Thailand, Poland, Indonesia, Dubai, Oman, Senegal, Uganda and UK. She was awarded the Educational Prize 2009 by the Omani Ministry of Education.

Michael Maune is a Postdoctoral Research Associate for English at Carnegie Mellon University in Qatar where he does research on second language writing.

Sam Meekings is an Assistant Professor at Northwestern University in Qatar. He is a British novelist, life writing researcher, and poet, with a PhD in Creative Writing from Lancaster University.

Hayat Messekher is Associate Professor of English at the École Normale Supérieure de Bouzareah (Algiers) where she teaches pre-service teacher trainees.

Mohammad Dulal Miah is an Assistant Professor and Head of the Department of Economics and Finance, University of Nizwa, Oman. He has obtained his Master's degree (MBA) in Finance and PhD in Development Economics.

Khalid Mir is an Assistant Professor at LUMS. He did his PhD from The University of Essex with a focus on child labour. He has an MSc from The London School of Economics and Political Science. His current research interests lie primarily in child labour and globalisation, the political economy of development- in particular: the role of institutions in the transformation to market societies and the effects on social capital.

Thomas Mitchell is an Associate Professor of English at Carnegie Mellon University in Qatar.

Umar Mohammed is a Ph.D. candidate with a specialization in Shakespeare pedagogies. My research interests include teaching Shakespeare in multicultural educational settings.

Mouhamad Mouhanna is a freelance ESL consultant in the gulf region. Previously he had worked for the UAE university foundation program for 12 years. He has earned his doctorate from the University of Exeter and his thesis topic was on EMI policy issues. He has presented and attended many international conferences.

O

Emilio Ocampo Eibenschutz is a PhD student at Cornell's History Department focusing on globalization, translocality, and mobility in 19th C. Gulf and Indian Ocean dynamics.

Smith Oduro-Marfo is a Political Science Ph.D. student with the University of Victoria, Canada. He studies surveillance, identification systems and privacy in Africa and their implications for democracy and development.

Portia Owusu is a Lecturer in American Literature at the University of Kent, Canterbury. Previously she was a Teaching Fellow at the University of Warwick and a Fulbright Scholar at the University of Kansas. Research interests include slavery, history, and memory.

P

Muhammad Paracha is a TAMUQ freshman majoring in Chemical Engineering.

Taeyong Park is a Visiting Assistant Teaching Professor of Statistics at CMU-Q.

Helene Pattio Combe is an English teacher based in Lyon, France. Currently teaching business students and adults in France, she trained in England and Connecticut, as she participated in Yale Summer Session in 2018. She is a MA student in Applied Linguistics and TESOL at the University of Portsmouth.

Silvia Pessoa is an Associate Professor of English at Carnegie Mellon University in Qatar.

Benjamin Peterson is a graduate student in the Texas A&M Department of Political Science. He studies constitutional theory and issues at the intersection of religion and politics.

Peter Polak-Springer is an Assistant Professor at Qatar University who specializes in the history of modern Europe and the Middle East as well as nationalism and borderlands during the twentieth century. He teaches a number of undergraduate courses, including the history of Qatar.

R

Noureddine Radouai is a researcher. He received MA in media and cultural studies at the Institute for Graduate Studies in Doha, and his BA, in Mass Communication, with a minor in International Affairs, from Qatar University.

Farah Ramadan is a TAMUQ junior majoring in Chemical Engineering. She is a President of the Aggie Music Organization and Chair of the SEC Philanthropy Committee.

Sandra L. Richards is Professor Emerita in African American Studies and Theatre at Northwestern University. She was the founding director (2013-2017) of the Liberal Arts program at NU-Qatar.

Dagmar Riedel is an Associate Research Scholar at Columbia University. From Feb. 2017 until Jan. 2019 I am a Marie Curie Fellow at the Spanish National Research Council (CSIC) in Madrid.

James Rogers is an Associate Professor and Faculty Ombuds Officer at Texas A&M University at Qatar. Rogers specializes in the use of mathematical models to analyze political phenomena, focusing on the design and engineering of political and legal institutions.

Magdalena Rostron, MA in English Literature and TEFL, Warsaw University, Poland, PhD Candidate (University of Manchester, UK). English teacher in the Academic Bridge Program, Qatar Foundation, Doha, Qatar.

S

Mohammedmoain Sadeq is an Associate Professor of Archeology and History, Qatar University.

Reya Saliba is a Learning & Student Outreach Librarian at Weill Cornell Medicine-Qatar.

Leslie Seawright is an Assistant Professor of English at Missouri State University, where she teaches technical writing and intercultural communication courses. She is the author of *Genre of Power: Police Report Writers and Readers in the Justice System*

Sikander Shah is a pioneering member of the Shaikh Ahmad Hassan School of Law, LUMS. He obtained a B.A. in Economics and a Juris Doctorate (Cum Laude) from the University of Michigan, Ann Arbor. He has held visiting faculty positions at the Temple Law School, the Wayne State Law School and the University of Michigan Law School and holds the position of adjunct faculty at the Maurer School of Law, Indiana University Bloomington.

Stacey Showers attended the University of Kent where she attained a BA (honours) in Social Sciences attaining and an MSc in Social Work from University of Hertfordshire. She is now a qualified Social Worker and works for Ealing Borough Council, UK.

Anurag Srivastava is a Mechanical Engineering junior at TAMU-Q. Indian, key interests outside engineering are international relations, diplomacy and Asian geo-politics

Scott Manning Stevens is Associate Professor and Director of the Native American and Indigenous Studies in the English Department at Syracuse University. He specializes in visual culture, museum studies, and literatures of the Native American cultures of the northeast. He is a citizen of the Akwesasne Mohawk Nation.

Zaubash Shakir is a senior at Georgetown University where she is in the final semester of her Bachelor of Science in Foreign Services. She is majoring in International Politics with a concentration on developing economies in South Asia. Passionate about social justice, her current research revolves around an examination of the educational policy of Pakistan, and her honors thesis is called "NGOs as Educators: Civil Society and Primary Education in Islamabad."

T

Irene Theodoropoulou is an Associate Professor of Sociolinguistics and Discourse Analysis at Qatar University. She is the author of *Sociolinguistics of Style and Social Class in Contemporary Athens* (Benjamins, 2014).

U

Walli Ullah is a graduate of Georgetown University's School of Foreign Service in Qatar, where he majored in Culture and Politics (CULP) with a concentration in colonialism and imperialism in South Asia and other developing countries.

V

Monika Valentukonytė is currently teaching Information Security Management in Vilnius University and working as Data admin in Dutch tech company Geophy. She has degrees in Political Science as well as Diplomacy and International Relations.

Mark van de Logt is an Associate Professor in History at Texas A&M University at Qatar. He is the author of *War Party in Blue: Pawnee Indians in the U.S. Army* (University of Oklahoma Press, 2010) and *Monsters of Contact: Historical Trauma in Caddoan Oral Tradition* (University of Oklahoma Press, 2018).

Radhika Viruru is a Clinical Professor at Texas A&M University.

Y

Ebtihal Youssef is a TAMUQ freshman majoring in Chemical Engineering.

Francisco Yus specializes in the application of pragmatics to media discourses and conversational issues, about which he has published many articles and books such as *Cyberpragmatics* (John Benjamins, 2011).

Things to do in Doha

Souq Waqif

Souq waqif is located in the heart of Doha. It's ideal for tourists to enjoy traditional Qatari life mixed with modern restaurants and festive environments. The Souq is noted for selling traditional garments, spices, handicrafts, and souvenirs. It is also home to dozens of restaurants and Shisha lounges.



Museum of Islamic Art (MIA)

The museum is located on one end of the seven kilometers long Corniche. It is built on an island off an artificial projecting peninsula near the traditional dhow harbor. A purpose-built park surrounds the edifice on the Eastern and Southern facades while two bridges connect the Southern front facade of the property with the main peninsula that holds the park. The Western and Northern facades are marked by the harbor showcasing the Qatari seafaring past.



Katara

The entire Katara complex is built in a fusion of oriental architectural and retro-romantic style, pretty differently from most of Doha's charming new cultural buildings, elsewhere in the city. Other than being a forum for scholars and artistes, Katara aims in acknowledging and promoting cultural awareness in Qatar and raising the artistic energies through the administration of its different organizations, societies and facilities. Built to epitomize the Qatari traditional architecture; Katara's design makes it a proper environment for cultural, creative intellectual and artistic activities through carnivals, social events, symposiums, exhibitions, concerts and all kinds of artistic expressions.



The Pearl-Qatar

The Pearl-Qatar is an artificial island spanning nearly four square kilometers. The Pearl is divided into 12 districts (also referred to as precincts), each of which has a distinct architectural style.

