Day 1 Sunday, January 29, 2017

6:30 – 8:30 a.m. Breakfast at Hotel
8:30 a.m. Board Bus for Conference
9:00 – 10:00 a.m. Registration and Coffee in area outside HBKU Cinema
10:00-10:30 a.m. Welcome and Opening Remarks in HBKU Cinema
10:30 – 11:30 p.m. Keynote Address in HBKU Cinema
11:30 – 12:30 p.m. Lunch in HBKU Ballroom 2
12:45 – 2:15 p.m. Parallel Session I in HBKU Conference Rooms
2:30-4:00 p.m. Parallel Session II in HBKU Conference Rooms
4:15 p.m. Board Bus for Hotel

Day 2 Monday, January 30, 2017

6:30 – 8:00 a.m. Breakfast at Hotel
8:00 a.m. Board Bus for Conference
8:30 – 9:00 a.m. Coffee and Networking in area outside HBKU Cinema
9:00 – 10:00 a.m. Keynote Address in HBKU Cinema
10:15-11:45 a.m. Parallel Session III in HBKU Conference Rooms
12:00 – 1:00 p.m. Lunch at HBKU Cafeteria
1:15 – 2:45 p.m. Parallel Session IV in HBKU Conference Rooms
3:00 p.m. Board bus for Hotel or optional trip to The Museum of Islamic Art and Souq Waqif
9:00 p.m. Board bus for Hotel
Day 3 Tuesday, January 31, 2017

6:30 – 8:00 a.m.  Breakfast at Hotel

8:00 a.m.   Board Bus for Conference

8:30 – 9:00 a.m.  Coffee and Networking in area outside HBKU Cinema

9:00 – 10:30 a.m.  Parallel Session V in HBKU Conference Rooms

10:45-11:45 a.m.  Parallel Session VI in HBKU Conference Rooms

12:00 – 1:15 p.m. Lunch at HBKU Cafeteria

1:15-1:45 p.m.  Closing Remarks and Conference Wrap-Up in HBKU Cinema

2:00 p.m. Board bus for Hotel
DAY 1 | Sunday, January 29

Keynote Address (10:30 – 11:30 a.m.) HBKU Cinema

Retooling the Humanities to Prevent Self-Extinction: A Liberal Arts Perspective

Roger Griffin
Professor in Modern History, Department of History, Philosophy and Religion, Oxford Brookes University

PARALLEL SESSION I (12:45 – 2:15 p.m.)

Panel 1
Room 1 Reinventing Education in a Transnational World (1)

Chair: Sara Hillman
Texas A&M University at Qatar

Reinventing the First Year Experience Curriculum in a Transnational World

Maria Lombard
Northwestern University in Qatar

Reinventing Writing Pedagogy Across the Curriculum

Monique Yoder,
LCC International University

Reinventing Language Testing at a Transnational University

Slobodanka Dimova and Joyce Kling
University of Copenhagen

Panel 2
Room 2 Benefits and Costs of Political Innovation (1)

Chair: Phillip Gray
Texas A&M University at Qatar

Evaluation of Politically-Motivated Transboundary Media Broadcasting

Andrey Rybalov
International Council for Sustainable Development in CIS Countries

Open Public Data (OPD) and GCC: Challenges and Prospects

Stuti Saxena,
Central University of Haryana
Panel 3
Innovation in Intercultural Communication

Chair: Zohreh Eslami
Texas A&M University at Qatar

Panel Discussion:

“Where Next for Intercultural Education? Towards a Sustainable Post-Method Model”

Svetlana Kurteš
Texas A&M University at Qatar

Tatiana Larina
People’s Friendship University of Russia
PARALLEL SESSION II (2:30 – 4:00 p.m.)

Panel 4
Room 1  Innovation and Transdisciplinary Perspectives

Chair: Hyun (Paul) Lee
Texas A&M University at Qatar

Neglected Tropical Diseases: A Case for Promoting Innovation and Trans-Disciplinary Perspectives in Liberal Arts Education
Kevin M. Bonney
New York University

The Liberal Arts and Climate Change: Teaching ‘Ways of Knowing’ in Trans-disciplinary Perspective
Sandra Richards, Jocelyn Sage Mitchell, and Christopher Sparshott
Northwestern University in Qatar

Well-Behaved Bodies Seldom Make Dance History: Teaching Dance (and) History Across the Humanities
Jessica Ray Herzogenrath
Sam Houston State University

Panel 5
Room 2  Role of Technology in Liberal Arts

Chair: Martinus (Mark) van de Logt
Texas A&M University at Qatar

Protecting Hearts and Minds: A Task for the Liberal Arts
Ignas Kalpokas
Vytautas Magnus University

Big Data or Close Interpretation? What Each Kind of Research Offers the Humanities
Christopher M. Anson
North Carolina State University

Panel 6
Room 3  Innovation and Language

Chair: Michael Telafici
Texas A&M University at Qatar
New Methods, Old Problems: Innovation in Descriptive Translation Studies Research

Łukasz Grabowski
Opole University

Reconstructing Linguistic Identities in a Transnational World

Jagoda Granic
University of Split

Language Attitudes, Perceptions and Identity Among Arabic-English Bilinguals in Qatar’s Education City

Sara Hillman and Emilio Ocampo Eibenschutz
Texas A&M University at Qatar
DAY 2 | Monday, January 30

**Keynote Address** (9:00 – 10:00 a.m.) HBKU Cinema

Disinvention and Reinvention: Rethinking Language and Ourselves
Alastair Pennycook
Professor of Language in Education, University of Technology Sydney

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**PARALLEL SESSION III (10:15 – 11:45 a.m.)**

### Panel 7
Room 1
**Reinventing the Liberal Arts Education (1)**

**Chair:** Deanna Rasmussen  
*Texas A&M University at Qatar*

**An Innovative Approach to Cohort-Building Among International Law Students: Collaboration between a School of Law and a School of Liberal Arts**

- M. Catherine Beck and Miki Pike Hamstra  
  *Indiana University-Purdue University at Indianapolis*

**Liberal Arts and Clichés of Critical Thinking**

- J.D. Mininger  
  *LCC International University*

**Methodological Innovations in Study of Politics: Implications for Liberal Arts Education**

- Benjamin Tkach  
  *King University*

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### Panel 8
Room 2
**Benefits and Costs of Political Innovation (2)**

**Chair:** Philip Gray  
*Texas A&M University at Qatar*

**The Purposes of Translanguaging in Political Discourse**

- Stephanie Moody  
  *Texas A&M University*
The Businessman Cometh: Voter Reactions to CEOs as Candidates

Tyler Johnson
University of Oklahoma

Reinventing Youth Political Participation: How Digital Technology is Fueling a New Wave of Political Youth Empowerment in East Asia

Tobias Burgers
Otto Suhr Institute, Free University Berlin

Panel 9
Room 3
Reinventing the Study of Religion

Chair: Emilio Ocampo Eibenschutz
Texas A&M University at Qatar

Media, Technology and the Sacred: A New Perspective on (Mediated) Religious Experience

Monika Kopytowska
University of Łódź

Innovation and the Code Morand: Learning from a Historical Multidisciplinary Project

Catherine Vieth
McGill University

Wa’allah, the Woman Should go Direct to Paradise: Perceptions of Motherhood in Qatar

Radhika Viruru
Texas A&M University
Ramzi Nasser
Dhofar University

PARALLEL SESSION IV (1:15 – 2:45 p.m.)

Panel 10
Room 1
Reinventing Technical Communication

Chair: Sara Hillman
Texas A&M University at Qatar

Panel Discussion:
“Reinventing Technical Communication: Incorporating Intercultural and Interdisciplinary Projects in Writing Classrooms”
Engineering Innovative Education: Students at Texas A&M at Qatar
Publish a Children’s Book
Leslie Seawright
Missouri State University

The Notebook Reinvented as Third-Space
Nancy Small
University of Wyoming

Innovating Technical Writing through Interdisciplinary Projects
Rhonda Stanton
Missouri State University

Panel 11
Room 2
Reinventing the Liberal Arts Education (2)

Chair: Michael Telafici
Texas A&M University at Qatar

Reinventing Liberal Arts Education for Positioning in 21st Century
Globalized Society: Lessons from the ASC Experience
Philip A. Ojo
Agnes Scott College

Innovating Ethics in Transnational Higher Education
Todd Kent and Ben Whisenant, J.D.
University of Utah Asia Campus

Rhetorical Invention/Personal Invention: The Role of the Liberal Arts in
Creating Technical Professionals
Dave Kmiec
New Jersey Institute of Technology

Panel 12
Room 3
Reinventing the Role of Researcher

Chair: Philip Gray
Texas A&M University at Qatar

Panel Discussion:
“Reassessing the Definition and the Role of Researchers and Experts in
International Relations”
Think tanks and the Policy Making Process in the EU: Reassessing Expert Role within the Eastern Partnership Policy
Zuzana Novakova
Erasmus University Rotterdam
Diana Potjomkina
Riga Stradins University

Scholars, Advisers, Public Intellectuals: the Role of International Relation Scholars in Policy Making in the United States
Fernanada Barasuol
Federal University of Rio Grande do Sul (UFRGS)

A Multidisciplinary Approach to Analyzing the Role of Experts in European Union’s Foreign Policy-Making
Diana Potjomkina
Riga Stradins University
PARALLEL SESSION V (9:00 – 10:30 a.m.)

Panel 13
Room 1
Role of Liberal Arts in Global Crises

Chair: Martinus (Mark) van de Logt
Texas A&M University at Qatar

Refugee Crisis and Diasporas—Intercultural Trainings for Organizations Working with the Newly Arrived in Germany
Noémie Hermeking
Eberhard Karls Universität Tübingen

Crisis of Refugees and Migrants: Consequence of Humanitarian Interference in Africa and the Middle East
Salif Mandela Djire
University of Paris VIII St Denis

Panel 14
Room 2
Reinventing Education in a Transnational World (2)

Chair: Sara Hillman
Texas A&M University at Qatar

Effective Learning between Technology and Hands On
Zayed Qassem
Qatar Foundation

International Teacher Education
Cheryl J. Craig
Texas A&M University

The Roles of the (Algerian) University: Between Past and Present
Khawla Bendjemil
University of 8 MAI 1945, Guelm

Panel 15
Room 3
Innovation in the Discipline

Chair: Emilio Ocampo Eibenschutz
Texas A&M University at Qatar
‘Slavers in the Family’: The Archaeology of the Slaver at Christianborg Castle, Eighteenth Century Gold Coast (Ghana)
Rachel Ama Asaa Engmann
Hampshire University

Reinventing the Practices of the Indigenous Peoples of Northeast India
Bina Gandhi Deori
Visva-Bharati

Innovation as a Process for Success; the Case of a Creative Potter
Melanie Dissanayake
University of Moratuwa

PARALLEL SESSION VI (10:45 – 11:45 p.m.)

Panel 16
Room 1
Reinventing Language Education

Chair: Sara Hillman
Texas A&M University at Qatar

Reinventing Foreign Language Education for This New Millennium
Hayat Douhan, Doha Institute for Graduate Studies

“More Languages for More Students”-a Trans-Disciplinary Strategic Intervention
Joyce Kling and Slobodanka Dimova
University of Copenhagen

Panel 17
Room 2
Women Faculty in Higher Education
Sponsored by the Women’s Faculty Forum (WFF) at Texas A&M University at Qatar

Women in Higher Education: Challenges and Solutions to Female Faculty Issues
Beena Ahmed, Zohreh Eslami, and Amy Hodges
Texas A&M University at Qatar
Keynote Address, January 29

Retooling the Humanities to Prevent Self-Extinction: A Liberal Arts Perspective

Roger Griffin
Professor in Modern History, Department of History, Philosophy and Religion, Oxford Brookes University

This paper focuses on the inadequacy and failure of (Western) Enlightenment humanism to serve as the basis of the solution to a global set of values essential for humanity to survive the next 100 years without entering a new Dark Ages with extinction of our species a possible eventual outcome. As ecological, economic, demographic, and social-psychological and cultural/religious crises combine to create a Perfect Storm to threaten democratic and human institutions world-wide, the narrow concepts of rationalism, progress, and humanity inherited from the Euro-American Age of Reason are showing their inherent blind-spots.

Applying expertise drawn from the study of the socio-psychological dynamics of fanatical violence, the paper suggests that what threatens a human future from a cultural perspective is not a ‘clash of civilizations’, but a conflict at every level of global society and ever religious and secular culture between open and closed mindedness, the tolerance of ambivalence, complexity, and otherness and the longing for a Manichaean, fanatical simplicity in the way the world is experienced and the solutions to its problems is framed. The horrors of the Manichaean solution with European history are illustrated by Nazism and terrorist radicalization.

The solution outlined here is a deliberate revision of humanism orchestrated by academic, religious and secular elites world-wide to make it a genuine transcultural and no longer Euro-centric and anthropocentric force that a) recognizes that the capacity for transcending inherited culture to embrace the culture of others and to collaborate with others compassionately is an innate quality of human beings just as much the capacity for fanatical hatred and violence towards the demonized Other; b) adopts as the primary axiom of humanism not West-centric assumptions about reason and technology, but ecological assumptions about the dependency of all human life on a thriving and sustainable ecosystem and on both human and natural interdependence/symbiosis. The paper ends stressing the centrality of artistic expression in this enterprise.

Keynote Address, January 30

Disinvention and Reinvention: Rethinking Language and Ourselves

Alastair Pennycook
Professor of Language in Education, University of Technology Sydney

To reinvent ourselves, we need first to also disinvent ourselves, as well as many of our treasured beliefs that have developed alongside our notion of the self. In order to rethink language, we have to disinvent it, before we can reconstitute it (Makoni and Pennycook, 2007). Drawing on metrolingual (urban multilingual) data (Pennycook and Otsuji, 2015) this paper questions common assumptions about language and understanding, particularly the view that a principal function of language is communication. Much of linguistic thought has taken for granted the idea that we understand each other, passing encoded messages back and forth between two heads, but it may be more useful to start with the assumption of mutual misunderstanding. As recent thinking about repertoires,
resources, mobilities, embodiment and semiotic assemblages has shown, there are many more things going on in any interaction than heads encoding and decoding languages. This alternative model of communication has important implications for how we think about language education, suggesting that we may need to think differently about languages, people, and understanding, and that a reinvented linguistic self is a very different being from the one suggested by the communication models of modernity.

Reinventing the First Year Experience Curriculum in a Transnational World
Maria Lombard
Northwestern University in Qatar

This presentation will discuss what reinventing the first year experience curriculum in liberal arts might look like, and the presenter hopes to begin, or continue, conversations about participants’ own institutional experiences. The ‘First Year Experience’ can vary greatly in content and practice, even from year to year in the same university. It can be anything from creating a cohort of existing and incoming students for the purpose of peer mentoring to seminars that survey the humanities through the thread of a grand question about advocacy, democracy, immigration, and etc. In some colleges and universities, the first year experience is a combination of these examples, a mix between services offered by student affairs, advising sessions, and special course offerings. In order to empower instructors and democratize student learning, the presenter will discuss a practical model of collaboration within her own institution that emphasizes instructor input and the continual assessment and adaptation of first year writing (FYW) pedagogy. The presenter will discuss this model within the context of the first year experience, as well as the first and second year liberal arts curriculum for the purpose of discussing scaffolding. Further, the presenter will make connections with the curriculum of the major, and how first year experience conversations should be more holistic, student centered, and reflective than pizza parties and social activities. As liberal arts programs bring together diverse faculty and disciplines, questions about verticality, autonomy, and invisible work can potentially end conversations about collaboration before they ever start. But it doesn’t have to be this way. The presenter will discuss practical and theoretical strategies for collaboration within and across programs, including student input. The combination of faculty collaboration and student involvement in the first year experience creates a much-needed sense of community in the liberal arts.

Reinventing Writing Pedagogy Across the Curriculum
Monique Yoder
LCC International University

The value of writing in a college or university setting cannot be understated. In the liberal arts context, writing is used not only as a tool to examine a students’ knowledge or ability to communicate, but also in the sense of Writing to Learn (WTL), as Fulwiler and Young (1982) articulate, using language as “a tool for discovering, for shaping meaning, and for reshaping understanding.” To help facilitate students’ awareness of good writing and how to effectively write, most liberal arts institutions require its undergraduate students to take written composition or academic writing courses within their first year of instruction. These courses are designed to offer students a firm foundation in typical

Abstracts
rhetorical modes generally used across disciplines. However, these courses are limited in scope when it comes to covering the wide array of genres specific to a discipline, especially those used in upper-level courses. Who, then, is responsible for teaching students how to write both within and across disciplines in a liberal arts curriculum? Drawing on Mezler’s (2014) large-scale research study on college writing, this paper aims to suggest an interdisciplinary framework to initiate Writing Across the Curriculum (WAC) pedagogy at liberal arts institutions. As an initiative in-progress, this paper also aims to report on the feasibility of implementing and maintaining such a framework, as done at a small liberal arts institution in Lithuania.

Reinventing Language Testing at a Transnational University
Slobodanka Dimova and Joyce Kling
University of Copenhagen

A number of European and Asian universities have recently implemented policies for internal assessment of lecturers’ English proficiency to ensure teaching quality in English-medium instruction programs. Given the transnational nature of the local teaching and learning contexts in which these assessments are administered and used, decisions about what English norm lecturers’ performances are assessed against have been a struggle. Selection of appropriate norm(s) can warrant the quality of the assessment instrument and the validity of the procedure. Therefore, in this talk we will discuss the selection of English norm(s) in relation to the validity of the performance-based EAP test, TOEPAS. The test is used for assessing university lecturers’ oral proficiency, providing them with a proficiency level score and extensive written and spoken feedback on their language skills. When first developed, TOEPAS included the educated native speaker descriptor, which was intended as a point of reference, rather than a norm against which performances were assessed. To investigate the validity of the native-speaker reference, it was important to analyze TOEPAS rater behavior and lecturers’ language practices when teaching in English. Scores and formative feedback reports (N=400) from nine raters, and classroom observations and interviews with twenty-nine lectures. Rating data were examined using multi-facet Rasch analysis (Linacre 2010), while interview data were analyzed in Nvivo10. Results suggest that raters focused on pronunciation and assigned top proficiency level only to native-like performances based on inner-circle norms. The written reports extensively used native-speaker references in description of lecturers’ oral performances. However, observations and interviews suggest that lecturers teach in a clearly English as a lingua franca context in which linguistic flexibility and adjustment are crucial. Drawing from these findings, the testing procedure was reinvented by removing the ‘educated native speaker’ reference and expanding the highest scalar level to include more variation.

Panel 2
Room 2
Benefits and Costs of Political Innovation (1)

Evaluation of Politically-Motivated Transboundary Media Broadcasting
Andrey Rybalov
International Council for Sustainable Development in CIS Countries

After long discussion and researches EU structures are making first steps in creating
a system of Russian-speaking media to conquer the Kremlin propaganda and to
reshape views of Russian speaking community in Russia, CIS, and Eastern Europe.
Can we unbiasedly put this into research prospective? First, we have a long history
of transboundary broadcasting, which has influenced few regime changes, as well as
played and still plays an important role in civic education and alternating information
landscape in many societies. How has the gathered experience influenced the above
mentioned discussion and proposed Russian-speaking media projects? Or, conversely,
are we observing a reinventing the wheel? Second, we live amid vivid media revolution:
Internet media do not sound innovative any more, video blogging is still looks rather new,
chat-bots or news-bots—these seem fresh and promising (Nevertheless, by the time of
conference in January, we could get used to them). How this revolution has changed the
vision of the system? Are the future conquerors of Kremlin propaganda rely on old good
and well-tested arsenal of Cold War or we are about to be impressed? We shall not try
to evaluate the discussion or proposals for the new, ‘pro-Western’ system of Russian-
speaking media; our aim is to unbiasedly answer two simple research questions: does the
EU views the work with Russian-speaking audience in the contexts of similar examples
or as a unique case demanding a different approach? How open is the EU to new
technologies and new media paradigm? Answers to these two questions shall provide
a stronger base for the evaluation of the system; while the evaluation itself is out of our
plan, for it can hardly be objective being a part of ongoing political turmoil.

Open Public Data (OPD) and GCC: Challenges and Prospects
Stuti Saxena
Central University of Haryana
This paper seeks to assess the nature and scope of Open Data in government (OPD/Open
Public Data) in GCC countries, Bahrain, Kuwait, Qatar, Oman, Saudi Arabia and the United
Arab Emirates. Following a qualitative approach, OPD portals of GCC countries are being
studied besides seeking inputs from secondary data sources that are relevant in providing
theoretical understanding of OPD. The paper shows that OPD in GCC countries is in its
nascent stage and little academic interest has been shown in this area. To ascertain that
the OPD implementation picks pace in GCC countries, governments need to make more
robust strategies in terms of physical and research infrastructure for better data analytics
and utility. Future research should highlight the prospects of OPD implementation in GCC
countries given their strategic importance for many reasons. Hitherto, there has been no
study covering the significance and implications of OPD in GCC context; this is the first
study that undertakes this as its research theme. Furthermore, academic research on OPD
in GCC countries is lacking; the present study seeks to fill this gap.

Panel 3
Room 3
Innovation in Intercultural Communication
Panel Discussion: “Where Next for Intercultural Education? Towards a
Sustainable Post-Method Model”
Svetlana Kurteš
Texas A&M University at Qatar
Tatiana Larina  
People’s Friendship University of Russia

The panel intends to (i) address a range of issues in the area of intercultural education, its current status and challenges it faces on a day-to-day basis and (ii) identify possible avenues for its future development, responding to the requirements of an ever-evolving globalized professional, academic and public arena. The panelists take the post-method pedagogy (Kumaravadivelu 2001) as their anchor point and deconstruct interculturality from the point of view of intercultural pragmatics (Kecskes 2014; Kurteš & Kopytowska 2015; Larina 2015). The panel will offer a brief critique of the current state of affairs in (intercultural) education, focusing in particular on a few staple items on its agenda, such as cultural literacy (Hirsh 1988), global dexterity (Molinsky 2013), democratic citizenship (Starkey 2002) and internationalization (De Wit et al 2015). We are specifically interested in exploring the dynamics between linguistic and intercultural education, looking into current examples of best practice in language learning and teaching in Europe (and beyond). We suggest that the development of communicative competence and intercultural awareness require cross-curricular presence and a joint effort across educational levels. Reflecting on our own pedagogical practice, we will illustrate our position by presenting a possible teaching model that we have been working on recently. The model aims to depart from a mainstream instructional and assessment tradition, breaking free from predominantly single-mode and largely text-based practices and the limitations they impose upon a range of learners (e.g. non-native speakers of English attending English-medium education establishments, students using predominantly the visual learning style, students with dyslexia and similar learning difficulties, etc.). Addressing specifically the needs of ‘digital natives’ (Pensky 2001), the model makes ample use of digital (social) technologies, encouraging the students to explore the world in a manner more attuned to their cognitive processing and facilitating their intercultural journey, both professional, academic and personal. In the concluding segment of the panel, we will invite members of the audience to take part in the discussion, critically evaluating main points raised and sharing examples of best practice in linguistic and intercultural education from their own pedagogical experience.

Panel 4  
Room 1  
Innovation and Transdisciplinary Perspectives

Neglected Tropical Diseases: A Case for Promoting Innovation and Transdisciplinary Perspectives in Liberal Arts Education

Kevin M. Bonney  
New York University

Science is an integral pillar of a solid liberal arts education, yet scientific concepts are often taught in isolation from other disciplines. Integrating science with other disciplines and emphasizing trans-disciplinary perspectives can promote achievement of key liberal arts learning objectives. These include analysis and interpretation of information, synthesis and communication of informed arguments, and development of an informed, empathetic worldview. Studies have shown that trans-disciplinary teaching promotes connections between prior knowledge and new information, fosters creativity, increases knowledge retention and motivation to learn, and engenders sensitivity to ethical issues. Promoting educational innovation and transdisciplinarity can also provide opportunities for
collaboration among educators and researchers. This paper examines the topic of Neglected Tropical Diseases (NTDs) as a case study in transdisciplinarity and innovation within the context of liberal arts. NTDs are a group of infectious diseases that primarily affect low-income nations in tropical regions. NTDs affect over one billion people worldwide, often causing long-term, difficult to treat infections. Healthcare and lost-productivity burdens generated by NTDs are crippling local economies and leaving long-lasting impacts on the histories and cultures of affected peoples. Through globalization NTDs have become both a threat and moral calling to resource-rich nations. Studying NTDs provides an interface through which students and scholars of all disciplines can develop an understanding of the biologic, economic, historic, and political factors that influence human interactions. Due to the far-reaching impact of NTDs, they can readily be adopted as topics in a variety of science and non-science courses, and provide myriad opportunities to analyze data, evaluate claims, and to synthesize, justify, and effectively communicate informed arguments. Rationale and a plan for incorporating NTD-themed lessons into liberal arts education are provided herein. The role of innovation in enacting this plan, including creative use of technology and novel learning activities, is discussed throughout.

The Liberal Arts and Climate Change: Teaching ‘Ways of Knowing’ in Trans-disciplinary Perspective

Sandra Richards, Jocelyn Sage Mitchell, and Christopher Sparshott
Northwestern University in Qatar

Because we live in a world where the challenges—and potential solutions—are increasingly complex and interdisciplinary, we believe that our students, besides being trained in a specific discipline or profession, need to possess intellectual curiosity, strong analytical skills, flexibility in confronting change, and solid comprehension of the historical, cultural, ethical, and global environment in which they find themselves. The Liberal Arts program at NU-Q aims to provide our undergraduates with humanities and social science course work structured in an integrative and cumulative manner that equips them with the knowledge and skills to succeed in a world of unscripted problems. To further this end, we have been working on a required, sophomore-year liberal arts course, entitled, “Ways of Knowing,” which will be offered through four different disciplinary perspectives beginning in Fall of 2017. Our objectives are fourfold: (1) To expose students to multiple ways in which a given object or issue can be known by introducing them to ways in which knowledge is constructed within the university, i.e., through: a. Disciplinary based methodologies of discovery; b. Standards of evidence; c. Modes of argumentation and assertion of truth claims; (2) To strengthen 1st semester sophomores’ abilities to think, speak, read, and write critically through discussion sections and an intensive writing and revising process; (3) To afford students an opportunity to bring different disciplines into conversation with each other; and (4) To showcase for students the value of a liberal arts education. In this Ways of Knowing course, we focus on both content knowledge and methodological investigation, working with students to probe the following questions: “What do we already know? What has yet to be investigated? What is the best way of gathering data to learn what it is we do not yet know?” We make these questions real in our students’ minds by focusing the course on a topic of particular importance to both our students and the world at large: climate change. While each professor will speak to the theme of climate change from his or her disciplinary perspective, we will also seek to interweave these perspectives (through lectures, discussions, and writing projects) in
ways that highlight the interconnectedness of our global environment and the need for an expansive Liberal Arts education to fully understand and solve the complex problems of our time. As we are still developing this important course, we would appreciate the ability to discuss our ideas, progress, and questions with a larger Liberal Arts community that shares our interest in these important topics of pedagogy and research.

Well-Behaved Bodies Seldom Make Dance History: Teaching Dance (and) History Across the Humanities

Jessica Ray Herzogenrath
Sam Houston State University

The relationship between dance and the humanities has rightfully received amplified attention over the past five years, due in great part to the magnificent Dance in/and the Humanities initiative spearheaded by Susan Manning, Janice Ross, and Rebecca Schneider. Though the number of programs offering PhDs in dance have increased, dance scholars continue to inhabit the humanities, including history, anthropology, and English. Following completion of my PhD (in history) with a dissertation on dance in 2014, I anxiously dipped my toe into the tepid job market. My first nibbles, to my surprise, hailed from history departments rather than dance. After five years of serving as a history department teaching assistant and a year in my own classes, I have recognized that not only research, but also pedagogical methodologies from dance serve the subject and its students well. This is not merely a matter of teaching hundreds of undergraduates in required history survey courses the steps to the Charleston when discussing the Jazz Age or introducing Judson Dance Theater as an example of postmodernism, although I do. Rather, I will use this presentation to discuss how teaching dance offers lessons in teaching history, such as using spatial organization to explain historical concepts, and practicing repetition of skills within the classroom (in a manner similar to dance technique). I believe that in order for the humanities to strengthen its status as a discipline worthy of study, we must make greater efforts to employ pedagogical tools from across the humanities and the arts in those courses in which we encounter the greatest number of students.

Protecting Hearts and Minds: A Task for the Liberal Arts

Ignas Kalpokas
Vytautas Magnus University

From the propaganda and recruitment effort of the so-called Islamic State to Russia’s information warfare, conducted as part of its new ‘hybrid’ way of war, the hearts and minds of populations have become key battlegrounds. Of particular importance is the fact that much of this struggle is being carried out online, particularly via social media. And in this environment, more than in any other, any effort to understand and counter such threats requires a specifically liberal arts approach. This paper suggests an approach that integrates politics, history, literature studies, and philosophy to the study of online information conflict by classifying it as mimetic warfare. Mimesis itself refers to artistic imitation of reality, originally acquiring a negative connotation in Socratic dialogues before being turned into an analytic tool by Auerbach. Mimesis refers to a representation that
has been three times removed from reality: an imperfect representation of a thing that in itself is only an imperfect incarnation of the ultimate idea. The introduction of mimesis, and an interdisciplinary perspective that it accords, opens up a richer perspective on understanding and, in the same manner, countering information threats. First, it pinpoints the centrality of narratives and of particular ways and techniques of representing reality; second, it renders one’s own standpoint more problematic – a yet another imperfect way of representing reality. However, instead of being a license for relativism, such an approach prevents us from treating core assumptions as self-evident and not requiring further justification. Instead, the information sphere is revealed to be one of permanent contestation among narratives, and one unavoidably made to employ the full liberal arts arsenal in order to successfully defend and promote a particular standpoint and cultural/political identity. In short, it is evident that liberal arts are crucial in understanding and acting in today’s constantly changing environment.

Big Data or Close Interpretation? What Each Kind of Research Offers the Humanities

Christopher M. Anson
North Carolina State University

It is still widely believed that scholars and students of the humanities eschew quantitative and statistical research, preferring descriptive and interpretative kinds of inquiry. But now, “big data” are everywhere, and it has become increasingly difficult to deny the possibility that mining or correlating large amounts of information can tell us some things that conventional kinds of interpretation cannot. This possibility has been embraced in the digital humanities, the liminal space where new scholarship is being pursued with the assistance or mediation of computer technology. Across the globe, organizations and major international conferences have been advancing big data in the humanities (but not without controversy; see, for example, Gold, 2012). In this presentation, I will first discuss the merits and shortcomings of big data in the humanities, defining (with examples) the problematic term “big data” and what its analysis involves. I will then turn to an area of research that demonstrates these pros and cons in the context of undergraduate education in writing. I will share the results of two different studies, one involving a close, interpretive analysis of students’ peer reviews in a first-year writing class (Anson, under consideration), and the other involving a corpus analysis of nearly 50,000 student peer reviews curated from a digitally-mediated peer-review system (Anson & Anson, under consideration). This comparison of a highly focused micro-study and a massive data-mining study, both studies aspiring to help us understand the same phenomena in very similar contexts and populations, will serve to critique big data phenomenologically. I will end by raising some questions about the future of big data in the humanities, including its potential role in the preparation of students, in collaboration with other disciplines, and in the widening of scholarship.
New Methods, Old Problems: Innovation in Descriptive Translation Studies Research
Łukasz Grabowski
Opole University

It is a bit of a cliché that nowadays the number of books and translations published worldwide every year, running into millions, is so high, and still increasing, that it is no longer possible for a single researcher or a team of researchers to analyze them, let alone to read. That is why scholars in the humanities, including the ones conducting descriptive research on various aspects of translation, are increasingly in need of more effective, and at the same time, more sophisticated research methods. In this presentation, I want to show how application of computational tools, electronic text corpora (parallel or comparable ones) and quantitative research methods, e.g. descriptive and inferential statistics, or multivariate methods, has recently changed the landscape of descriptive research in Translation Studies, a relatively new discipline that emerged only in the 1970s. More specifically, by discussing a number of case studies representing state-of-the-art non-commercial academic research, I will attempt to present how it is now possible to address perennial problems in the field, such as equivalence, translation style, translator’s style, as well as to address some new issues, such as translatorial attribution or translation universals. Some of the problems are in fact questions that constitute our day-to-day experience with reading translations. To name but a few, do we actually read the author of the original or the translator? Are there any stylistic features that are common to all translations? Are translations simplified as compared with the originals? Are translations usually longer than originals? Is there a way to automatically identify an author of the translation? All in all, it is believed that the innovative application of new tools and methodologies discussed in this overview ultimately helps better explore and understand the nature of translated texts by approaching some old research problems from a different, largely quantitative, perspective.

Reconstructing Linguistic Identities in a Transnational World
Jagoda Granic
University of Split

Language is, according to Halliday (1978), “social semiotics”, a set of signs in whose usage one can read social relationships. The network of social relationships is always the result of communication interactions among members of the language community. In communication spaces speakers are constantly reconstructing their own identities, both by means of language and within language. For language has not only a communication function but also a symbolic function by which the speaker expresses one of his identities. Language, the mother tongue as the kernel of linguistic identity, is a symbol of the speaker and a means for identifying himself and distinguishing himself from others. But in day-to-day social interaction, each speaker takes on various new identities, those of other social groups with which he temporarily identifies in a transnational world. In Lacan’s (1966) vision, the “contents” of identities are created in the interaction of Us and Others, but what is “ours” and “theirs” need not coincide and most probably never do completely coincide, for if they did, identity would lose its dynamic character. Though the
functioning of public communication would require linguistic identities to be constant, so that some become institutionalized with rules and norms to seek at least for a while to preserve the language from large changes (at least in one synchrony), identities can never stand still. Expansion of identities, reconstruction of identities, and identities newly forming are reminiscent of Bilgrami’s (1992) concept of “surplus phenomenology of identity”. However that may be, a multiplicity of identities is a reality. Whether they conflict or run parallel is a question that lacks an unambiguous answer, as this paper emphasizes. What is certain is that the search for identity (-ies) is never-ending and always occurs in relation to the Others. They, the Others, give proof of our authenticity.

Language Attitudes, Perceptions and Identity Among Arabic-English Bilinguals in Qatar’s Education City
Sara Hillman and Emilio Ocampo Eibenschutz
Texas A&M University at Qatar

Given the multicultural nature and demographic imbalances of the Arab Gulf countries along with the establishment of numerous English-medium branch campuses, examining students’ attitudes and perceptions about language and its impact on their identity is an important task. The presenters will share results from a pilot study exploring attitudes and perceptions toward English, Modern Standard Arabic (SA), and Arabic dialects (QA) among 15 Arabic–English bilingual students at an English-medium branch campus in Qatar’s Education City. The pilot study was part of a larger longitudinal study investigating trends and shifts over time in Education City students' perceptions about language use; attitudes toward English, SA, QA, and other languages; their language learning motivation; and their socio-cultural identity. The pilot data set was collected through a background questionnaire and semi-structured interviews and analyzed in a qualitative, inductive manner. Initial findings reveal that in contrast to much of the existing research on language attitudes in the Arab world, (see Albirini, 2015) participants have more favorable attitudes toward QA than SA. QA is highly valued as a family and community language, often used as a marker of national identity vis-à-vis other regional dialects. At the same time, participants report little use of SA in their current lives, which, if contrasted to their use of English, may reveal more confidence in their knowledge of English than SA. Participants view English positively because of its global position and usefulness for employment in Qatar. However, participants also express a more complex and nuanced relationship with English with many indicating feelings of “shame” about using it outside certain contexts. Moreover, attitudes toward different varieties of both English and Arabic seem to indicate diverse trends in language use, suiting specific socio-cultural and economic practices, and each playing a specific role in shaping the participants’ glocal identities.
An Innovative Approach to Cohort-Building Among International Law Students: Collaboration between a School of Law and a School of Liberal Arts

M. Catherine Beck and Miki Pike Hamstra

*Indiana University-Purdue University at Indianapolis*

The Master of Laws (LL.M.) program in Indianapolis is part of a growing international trend toward globalizing legal education. LL.M. students already hold law degrees from countries outside the U.S. or are licensed to practice law in jurisdictions outside the U.S. Students typically arrive in the U.S. just before the two-semester LL.M. program begins and return home afterwards. Suddenly immersed in American culture, legal English and the academic rigors of law school in the U.S., these students face many challenges to their successful completion of the program. The LL.M. program complicates the traditional language support approach that Liberal Arts’ English Departments typically provide for other international graduate students in considerably longer programs and often with fewer demands on their language skills. A further complication for LL.M. students is that studying law in the U.S. is very different from their home countries, particularly in the reasoning process and the predominant teaching style of case method. To help mitigate these linguistic and socio-cultural problems and build a cohort among incoming students, the Law School and the School of Liberal Arts have collaborated in designing a Legal Skills Seminar that prepares these students for their legal studies by giving them an overview of the American legal system as well as practice with the critical skills of legal writing, research, and legal English. Cultural activities, networking with other law students, and exploration of the campus and city are built into the two-week seminar. The success of this Legal Skills Seminar for students beginning in the fall has forced the school to re-think what can be done for students who begin in the spring, when new students arrive only a few days before classes begin, so development of an innovative, online model for providing the same support and building rapport between students has begun.

Liberal Arts and Clichés of Critical Thinking

J.D. Mininger

*LCC International University*

Critical thinking is one of the student learning outcomes that seems to be touted by every liberal arts and sciences institution as one of their core, institution-wide learning outcomes. However -- how do we know critical thinking when we observe and experience it in our students? How do we know we’ve been critically thinking if and when we ourselves do it? How do we as institutions measure critical thinking from within a current academic culture that heavily emphasizes verifiable student learning outcomes and Key Performance Indicators? What is critical thinking, really? This paper reflects on how the liberal arts model of learning might potentially foster practices of critical thinking that exceed the empty clichés about critical thinking we often spout in the process of its promotion.
Methodological Innovations in Study of Politics: Implications for Liberal Arts Education
Benjamin Tkach
King University

Methodological innovations in the study of politics have revolutionized our understanding of political phenomena. Extensive empirical examinations illuminate the micro-foundations of diverse topics from civil war to voter preference formation. The field has evolved from borrowing quantitative techniques from other disciplines to inventing our own. However, the unrelenting push for quantification has not translated into innovations in undergraduate education or impact on existing policy debates. In this paper, we examine how increased methodological sophistication in graduate programs impacts liberal arts education. Liberal arts education, at its core, empowers individuals to acquire a broad knowledge base, equipping individuals to pursue knowledge across disciplines. We argue that innovations in politics afford students opportunities to critically investigate complex issues and establish critical thinking and technical skills sought by a globalizing world. Yet, existing dissonance between graduate education and liberal arts instruction limits the educational environment, reducing student interest in politics and general educational quality. We examine existing techniques and propose a new educational model to integrate empirical methods into undergraduate classrooms.

Panel 8
Room 2
Benefits and Costs of Political Innovation (2)

The Purposes of Translanguaging in Political Discourse
Stephanie Moody
Texas A&M University

Translanguaging has become increasingly more common today’s racially, ethnically, and linguistically diverse population due to advancements in technology and enhancement of intercultural and interlingual communication. Bi- and multilingual individuals have been found to systematically interchange languages in daily communication, even within educational programs or political discourse. But for what purpose are politicians translanguaging? Does translanguaging impact public opinion? To answer these questions, we will explore the use of translanguaging by vice presidential candidate Senator Tim Kaine during the 2016 United States presidential elections. Transcripts of Senator Kaine’s first speech as a candidate in Miami, Florida and his speech from the Democratic National Convention were analyzed to determine the purpose and to what effect his translanguaging was used. Blog reactions to the two speeches from various political outlets were scrutinized to determine the impact of Kaine’s translanguaging on public opinion. Additionally, previous literature about code-switching in political discourse was inspected for patterns of purpose and effects. Through this analysis we determined that the Senator switched between English and Spanish to both establish a connection with Latino voters and to recognize Latinos as true, equal Americans. His translanguaging received mixed reactions, with many touting it as a representation of his genuine understanding of Latino culture, something that would be extremely helpful in winning the election. Others felt that Senator Kaine was “Hispandering” to Spanish-speaking voters, an overused tactic which was sure to fail. Both sides agreed that Kaine’s use of
translanguaging grabbed the attention of the American people and sparked an interest in him as a candidate, suggesting that other politicians could use translanguaging in the future for political gains.

The Businessman Cometh: Voter Reactions to CEOs as Candidates
Tyler Johnson
University of Oklahoma

Since the economic downturn that started in 2008, Republican voters have been increasingly willing to put the fate of high profile and crucial electoral contests (e.g. gubernatorial and Senate races) in the hands of candidates who lack electoral history and solely bring business experience to the table. Such changes in which types of candidates are perceived credible and viable could upend primary and general electoral politics well into the future. At times, this strategy has proven successful; since 2010, Republicans have won 5 gubernatorial and 2 Senate races running candidates with no elected or appointed political history but instead a prominent profile in the world of business. Looking more broadly however, these CEOs turned candidates often find themselves able to defeat fellow party members in a Republican primary but unable to win a general election, since 2010 having lost 10 general election contests for governor and 13 races for Senate. This suggests that the power of this innovation in candidate selection may have its limits, transforming internal party politics but not always shaping outcomes every other November. The goal of this research project is to explore and explain the recent prominence and success of the businessman/candidate within the Republican Party. Through original experimental research asking respondents to react to a variety of candidate biographies, I hope to answer the following questions: 1) Does the type of business experience a candidate brings to the table matter, 2) Does success in the business world matter or is mere experience enough, 3) Is business experience undermined by elected experience or appointed experience, and 4) Are there relationships between candidate demographics (age, race, gender) and business experience that enhance or hinder the power of this biographical profile? Findings will ideally illuminate the costs and benefits of running for a variety of subtypes of CEO candidates.

Reinventing Youth Political Participation: How Digital Technology is Fueling a New Wave of Political Youth Empowerment in East Asia
Tobias Burgers
Otto Suhr Institute
Free University Berlin

Digital technology has opened up new possibilities for political participation, enabling new notions of citizenship, in which, once more, citizens take an active role in politics, just like in ancient Greece (Bennet 2008). This has allowed for a reversion of the growing disconnect between politics and the state and its citizens - or as Germans called it Politikverdrossenheit - and is reducing what political scientist Andrew Moravcsik (1998) labeled as the democracy deficit (Maier 1994;Morris 1999). In this, digital technology has created a framework for empowering the democratic possibilities and the rights of citizens. Younger generations have been in particular skilled in this, resulting in a surge of youth political movements. Such is the case in East Asia too. A region in which for a long time younger generations had a very limited interest in politics (Chang 2012;Tsai 2016;UNDP 2014). However, in the recent years, this has been largely reversed.
The Umbrella Movement in Hong Kong and the Sunflower movement in Taiwan are illustrative examples of how young people are actively engaged once more in the political process. Much of this effort, and the success of these movements, has been through the use of digital technology, which enabled such movements to develop their media efforts, increase their outreach, connect nationally and regionally, eventually enabling a successful transition from protest movements to active, even parliamentary, and peaceful participation in the political process. In this, with the help of digital technology, these movements have created a truly unique model for the region, driven by 4G technology, reinventing youth political participation and fueling a new wave political youth empowerment. The proposed paper aims to describe these processes and the respective movements, their reliance and use of technology, and how it created a model for digitally empowered youth. It will - based on the field research conducted later this year in HK and TW - illustrate how the digital revolution enabled a framework for youth political participation. It will then describe how in both Hong Kong and Taiwan the digitally politically empowered youth managed to transition their energy into legislative success. It will finally seek to understand if this success could serve as a further model for youth political participation in other regions in this world.

Panel 9  Room 3  Reinventing the Study of Religion

Media, Technology and the Sacred: A New Perspective on (Mediated) Religious Experience

Monika Kopytowska  
University of Łódź

Contemporary “media-culture” and advances in technology have transformed the way we understand, experience and communicate religion. Semiotic properties of various media and affordances they offer have not only blurred time-space boundaries and changed the nature of individual and collective experience, but also fundamentally enhanced the emotional and axiological potential of religious messages. Physical presence is no longer the prerequisite to participate in religious events and activities as technology allows believers to satisfy the compulsion of proximity, by “transporting” them into “worship spaces” co-created by the media and offering mediated communal experience. Couched within the Cognitive Studies of Religion (CSR) and theories of mediatization, the paper presents a new theoretical framework for understanding the interface between religion, media and social cognition. The approach, which draws heavily upon the insights from Cognitive Critical Discourse Analysis, Deictic Space Theory and Searle’s theory of social ontology, places in the focus of its attention the notion of distance between the believers and spiritual reality as it is mediated for them by religious institutions/leaders and the media. The underlying assumption here is that while the intention of the former is to, firstly, proximize (bring epistemically and affectively closer) such spiritual reality to its believers through preaching, prayers and rituals, and, secondly create a community of the faithful, the media have become an important intermediary in this process. Our objective is to explain the role which language along with other semiotic resources – as they are used in the media – play in mediating religious experience. Various structural and functional aspects of this process, its time-space embedding, cognitive-affective aspects as well as the axiological dimension along with its social implications, will be addressed here.
Innovation and the Code Morand: Learning from a Historical Multidisciplinary Project
Catherine Vieth
McGill University

The Code Morand, an Algerian legal code, has been occasionally referred to by Islamic legal scholars as an early Islamic codification work, but has remained little-studied. However, in and of itself, it is a work of legal innovation. Marcel Morand, the creator, was a Frenchman charged with creating a nearly-impossible legal project: to create a legal code that satisfied both the French and the Algerian, Muslim judges he talked with. Morand carried out kinds of ethnographies to look at law, studied law in a French context, and also studied Islamic law academically. He also attempted to justify his project in the language of the Algerian judges he had worked with. While the Code Morand was never fully put into force, it greatly informed the implementation of legal codes by occupying powers across the Middle East and North Africa (MENA) region. This work remains a quietly vital part of the history of Islamic law and the West. This work also informs my own work. As a doctoral student who has been trained as a historian, a legal scholar, and now an anthropologist, I find that utilizing a multidisciplinary approach is critical for my current projects on studying Islamic law in European courts. Highlighting this older work gives insight into historical Islamic judicial innovation, as well as how scholars studying legal projects in current times need to utilize skills from across the social sciences and humanities.

Wa'allah, the Woman Should go Direct to Paradise: Perceptions of Motherhood in Qatar
Radhika Viruru
Texas A&M University
Ramzi Nasser
Dhofar University

Recent scholarship on motherhood has troubled the idea that it is a set of instinctive behaviors that women are born knowing, positing it rather as a set of fundamentally cultural practices, enacted within social and political contexts and intimately related to thinking about citizenship, responsibility, human development and patriarchy. Such scholarship has tried to contradict widespread global ideologies such as that of “intense mothering” that suggests that mothers must locate themselves primarily and supremely as mothers before they are anything else (Hays, 1996). In this paper, the authors draw from a yearlong study of ideologies of motherhood in the Arabian Gulf nation of Qatar. Over the past two decades the government of Qatar has engaged in an intense effort to remake the nation and many of its social and cultural institutions to fit the demands of the 21st century. The reforms are designed to facilitate its transition into a future in which it’s (now) abundant natural resources, the source of much of its wealth, will inevitably be exhausted. The ultimately goal is to reposition Qatar as a knowledge based economy, that will produce well educated citizens who are capable of not just of participating in but of leading the future global economy. Many of the reforms are also designed to benefit those identified specifically as Qatari citizens, even though they make up only about a quarter of the population of Qatar itself. As some respondents in our study noted, there has been a great deal of informal encouragement among Qataris to have more children.
and to encourage those children to obtain a higher education to move the reform efforts forward. Thus the changes have had a major impact on Qatari families. This study therefore set out to explore how discourses of motherhood are being created, shaped, encountered and perceived in modern day Qatar.

### Reinventing Technical Communication

**Panel Discussion:**
“Reinventing Technical Communication: Incorporating Intercultural and Interdisciplinary Projects in Writing Classrooms”

This panel seeks to inform and inspire teacher/researchers on opportunities to reinvent technical communication/technical writing. So often, technical writing is taught through rote production of various “technical” genres without much emphasis on intercultural concerns or interdisciplinary efforts. The authors of this panel offer several ideas to incorporate critical theory and the liberal arts into technical writing instruction.

### Engineering Innovative Education: Students at Texas A&M at Qatar Publish a Children’s Book

**Leslie Seawright**  
*Missouri State University*

Last year I had the pleasure of writing and publishing a children’s book on combustion engines with a group of students from TAMUQ. The idea originated from a student in a technical writing course and led to a professionally polished and published children’s book, written in both English and Arabic. Throughout the writing and sketching of the book, students grappled with gender and cultural concerns as they tried to produce a book that would attract children from all backgrounds. This presentation will showcase the completed book and detail the intercultural and other concerns that arose during its creation.

### The Notebook Reinvented as Third-Space

**Nancy Small**  
*University of Wyoming*

Sometimes innovation is making the old new again. By highlighting connections between literacy and hand-written notes and drawings, recent research has challenged composition teachers to re-think reliance on computers in the classroom. “Sketchnotes” and other visual approaches to teaching and learning foreground the value of spatial and creative alternatives to text. This presentation will discuss how paper notebooks in the classroom form a third-space where students can experiment with and even push back against ideas, where the professor and student meet as equals rather than as the instructor and instructed.

### Innovating Technical Writing through Interdisciplinary Projects

**Rhonda Stanton**  
*Missouri State University*

Students from the Dietetics, Gerontology, and Technical/Professional Writing programs collaborated to produce a report for the City of Springfield, MO, about how to provide...
elderly residents in two under-serviced neighborhoods better opportunities to remain in their homes, or to “Age in Place,” rather than moving to an assisted-living or residential-care facility. This service-learning project allowed students to work on an actual problem-solving/solution seeking initiative that was taking place within their community, which provided them a true picture of the culture of the elderly in these communities.

Reinventing the Liberal Arts Education (2)

Reinventing Liberal Arts Education for Positioning in 21st Century Globalized Society: Lessons from the ASC Experience
Philip A. Ojo
Agnes Scott College

In response to the challenges and opportunities created by 21st century realities, which call for well-rounded global citizens, colleges around the world are rolling out programs focused on globalization and leadership development. Thus, as Agnes Scott College celebrated its 125th anniversary, it made history by leading the charge of change with innovation and creativity. In fall 2015, the college launched Summit, a groundbreaking approach to a liberal arts education that has transformed the college into a center for global learning and leadership. Summit is distinct because Agnes Scott College entirely revamped its curriculum with the aim of differentiating itself among liberal arts colleges through a program uniquely designed to provide students with the tools and experiences to be thoughtful global citizens. Summit reinvents a liberal arts education for the 21st century by preparing every student to be an effective change agent in a global society. It provides every student, regardless of major, with an individualized course of study and co-curricular experiences that develop leadership abilities and understanding of complex global dynamics. Within the framework of this experience, and with the intention of sharing the lessons with the world, this paper will examine among other issues, the following salient questions: 1. Why did ASC have to reinvent itself? 2. What strategies were adopted in revamping the curriculum? 3. How do the components of Summit (rigorous liberal arts and sciences education, global learning, leadership development, free universal first-year global study travel, experiential learning, board of advisors, career mentors, digital portfolio) contribute to attaining the educational goals? 4. How has Summit impacted the quality of instruction, college visibility and attractiveness, as well as enrollment? It is hoped that this paper will provide practical information about the ASC experience, which can benefit any institutions aspiring to increase capacity to innovate, adaptability, effectiveness, and efficiency.

Innovating Ethics in Transnational Higher Education
Todd Kent and Ben Whisenant, J.D.
University of Utah Asia Campus

Exporting higher education in a transnational world creates both opportunities and challenges for home institutions. The number of branch campuses has topped 200 and these reside in over 70 different countries (Redden 2015). One of the biggest decisions that home campuses must make is whether to replicate their processes, values, and procedures or adapt them to fit local attitudes. Perhaps this is most evident in the area of educational ethics, a foundational pillar of Western higher education. How can a U.S. institution, which has strong ethics and
undertones associated with individuality and guilt, be effectively implemented into societies where ethical standards are very different and frequently associated with communalism and shame? The purpose of this paper is to explore these questions using surveys of students from both the home and branch campuses of George Mason University (Korea and Fairfax), University of Utah (Korea and Salt Lake City), and Texas A&M University (Qatar and College Station). In addition to a more in-depth understanding of the issues, we hope that the research will lead to innovation in educational ethics in the transnational university.

Rhetorical Invention/Personal Invention: The Role of the Liberal Arts in Creating Technical Professionals

Dave Kmiec
New Jersey Institute of Technology

Liberal arts courses are often enlisted as supplemental courses to ‘broaden’ the experiences of (or to ‘humanize’) students in engineering, science, and technology disciplines. This role relates to contemporary western conceptions of professionalism that emphasize scientific (rather than humanistic) methodology to be the basis for serious expertise and technique. Additionally, emphasis on the discreteness (and simplicity) of these interventions often serves to disable any humanistic message and trivialize rich methodological tradition into seemingly arbitrary techniques and forms. I will suggest that an emphasis on methodology and on the relationship of rhetorical invention to the identity of the technical professional can be a strategy for creating an accepting mindset in students and for articulating the value of the humanities to colleagues who view these courses as unnecessary and who question the value of humanities in professional practice. This approach ties education the ongoing scholarly attempt to articulate of the methodology of the humanities and reframes ‘service’ education around the creative/inventive process rather than around methods, forms, and schemes and can form the basis for larger arguments about humanistic education in a university environment that priorities STEM education and is responsive to the professional communities into which graduates matriculate.

Panel 12
Room 3
Reinventing the Role of Researcher

Panel Discussion:
“Reassessing the Definition and the Role of Researchers and Experts in International Relations”

This panel deals with the changing role of intellectuals in society and their relation with policy making. This panels focuses on universities, think- tanks and other non-governmental actors such as NGOs, lobbies and consultancies, in Western foreign policy-making. The First common thread for all three presentations is mapping this complex landscape. Think tanks are recognized as an important player on both sides of the Atlantic, but their access to policy-makers remains uneven and largely built on personal factors. The potential contribution of NGOs to foreign policy expertise is largely unrealized and unrecognized. Business interests, in turn, often have disproportionate influence. The second thread uniting the papers in this panel is normative. Engagement of non-governmental actors is considered the way to deal with increasingly complex foreign policy tasks that often blur the border between the external and the domestic.
Think tanks and the Policy Making Process in the EU: Reassessing Expert Role within the Eastern Partnership Policy

Zuzana Novakova  
Erasmus University Rotterdam

Diana Potjomkina  
Riga Stradins University

This paper contributes an innovative, multidisciplinary theoretical framework paired with empirical analysis on the recent developments in the EU engagement with the Eastern Partnership states to gain further insights into the changing role of think-tanks in the EU policy making. Through case-study with contemporary relevance, it builds upon the scholarship on role of ideas in policy-processes, while attempting to move beyond the purely ideational terms that have long dominated these debates.

Scholars, Advisers, Public Intellectuals: the Role of International Relation Scholars in Policy Making in the United States

Fernanada Barasuol  
Federal University of Rio Grande do Sul (UFRGS)

International Relations is a discipline that has historically had a uniquely close relation with power and policy making. However, there is now a consensus among scholars that there is a growing “gap” between academia and policy. Using evidence from the American case, this paper aims at exploring the changes in this relationship in the past few decades, and the different ways in which academics perceive their role in regards to policy making.

A Multidisciplinary Approach to Analyzing the Role of Experts in European Union’s Foreign Policy-Making

Diana Potjomkina  
Riga Stradins University

Who, why, and when is considered an expert, and what are the functions of experts in complex international organizations? This paper proposes an innovative, interdisciplinary theoretical framework for analyzing the changing role of experts and expertise in foreign policy-making of the European Union. It deals with ways how governmental and non-governmental players provide expertise to the EU decision-makers; drivers that condition knowledge practices and engagement of experts by the institutions; power inequalities and biases; and potential ways to remedy them. I build on social constructivism, an International Relations theory, synthesized with the second generation of Knowledge Management and informed by other broadly sociological theoretical and philosophical approaches including Foucault’s work on knowledge/power. This approach transcends the ideational/rational division and offers a framework that can account for both deliberative policies and open, inclusive approach to outside expertise, as well as for instrumental use of expertise at times when struggle for power brings policy-makers to impose their preferred “truth” while questioning and unseating their opponents’ “knowledge”. While moderate social constructivism (such as in Jeffrey Checkel’s work) and Foucauldian philosophical tradition highlight the fundamental role of ideas and their inherent relation to power, Knowledge Management allows to deconstruct knowledge-making process in minute details and see how the power/knowledge nexus operates in everyday policy-making. I take European
Union as an empirical example of a complex, multinational organizational environment that broadens the notion of expertise beyond the conventional scholarship and engages not only research institutions but also broader society in its policy-making. At the same time, it continues to face complex power dynamics that stymy open and productive engagement of outside experts as well as expertise internal to the EU itself, especially in foreign policy. I operationalize my theoretical framework showing how it can be adapted to studying the role of experts in the EU.

**Panel 13**
**Room 1**

**Role of Liberal Arts in Global Crises**

**Refugee Crisis and Diasporas—Intercultural Trainings for Organizations Working with the Newly Arrived in Germany**

Noémie Hermeking  
*Eberhard Karls Universität Tübingen*

Over the years the significance of applied anthropology has grown as it sheds new light onto contemporary issues and problems. With the recently-arrived asylum seekers in Germany, the work of practitioners within the discipline of anthropology has become more prominent and visible. This paper describes current findings of a research project that looks into ways to train organizations that work with refugees and addresses the following questions: Even though “intercultural competence must become an imperative in all sectors of life, in order to deconstruct boundaries” (Waldhubel 2014:148)-what kind of intercultural training is necessary to better prepare these organizations? Is an intercultural workshop for people working with refugee communities enough to foster the integration of the newly-arrived or have other resources to be put into place?

**Crisis of Refugees and Migrants: Consequence of Humanitarian Interference in Africa and the Middle East**

Salif Mandela Djire  
*University of Paris VIII St Denis*

Ever since the end of World War II, the world was faced with such an influx of refugees. Humanitarian intervention and leading to a humanitarian impunity under the pretext that the one who brings the aid can not do good, even if the goal is reached contrary to the objective initially desired. And in western Africa we know attend in his last 20 years of humanitarian InterVations by the great powers that have not ultimately lead to a stabilization of the region. More In the past the emergency constraint humanitarian interventions justified that the impasse be done on the environmental impact of programs. Today with the installation of durable and attacks while programs are renewed year after year, the negative impact of humanitarian aid become tangible: the damage to the edges of refugee camps and IDP sites make it more difficult conditions life and this will Consequences immediate departure to the country called safe. Preserving the environment in the delivery of aid is needed now to prevent local people to suffer heavy negative impacts and not to jeopardize the possibilities of empowering victim populations. It should work on two types of environmental integration in the existing programs, but also in future emergency programs, so that the same mistakes are not
redone. Many questions so that stakeholders raised. What environmental vulnerabilities exist in operational contexts and what are the impacts of humanitarian programs? How to take the environment into account in the design and implementation of programs? What place should we give it? What methods and technical solutions can be used?

Panel 14
Room 2  Reinventing Education in a Transnational World (2)

Effective Learning between Technology and Hands On
Zayed Qassem
Qatar Foundation

I have observed during my twenty years of teaching that students learn through play and personal experience with sports, toys, and electronic games. I have also noticed that some schools tend to either ignore technology and stick with traditional teaching methods, or they embrace technology to an extreme extent. This observation is particularly relevant when considering the use of technology and hands on experiences by teachers in their teaching and learning practices. In this paper, you will see how to balance the use of technology and hands on activities to improve the learning of Arabic language students, particularly, as an example. But finding this balance will help students in virtually all subjects. Teachers and administrators can also benefit from this research. Research Objective: To find an optimal balance using technology and hands on activities that will increase student engagement and improve student learning. Evidence will be offered as proof of learning effectiveness, and tools will be shared. Research Audience: This research will be suitable for teachers and administrators of KG to Grade 12 schools. Research Methodology: The method employed is the systematic analytical approach based on interpretation, criticism, and extrapolation. Data was collected through books, notes, websites, surveys, student notes, and interviews with teachers and educational managers. Conclusion: We want to move the practice of teaching and learning from the inertia and boredom of relying on traditional methods in the classroom to the movement and fun of creativity and play that leads to learning. We want to cultivate in our students the kinesthetic of learning by doing. We want to change mindsets that technology is a waste of time and effort. We want to support our students so that they will have a future as creative citizens of their communities.

International Teacher Education
Cheryl J. Craig
Texas A&M University

What are some of the similarities and differences in how teacher education is approached throughout the world? Are there different ways that teacher education programs are structured? What are some of the most promising international teacher education pedagogies chosen by instructors? What do these pedagogies have in common? In what ways do they differ? In this paper presentation, these and other important questions will be addressed through spotlighting nationally verified research from over 55 countries. Some of the discussion will deal with how teacher education is organized within universities globally; other parts of the paper will focus on how teacher education programs are shaped by governments, private companies and consultants in certain nations. Significant educational strengths and lingering challenges with which many countries wrestle will also be shared. The intended outcome of this paper presentation
is an enriched understanding of how teacher education has developed and is practiced internationally.

The Roles of the (Algerian) University: Between Past and Present
Khawla Bendjemil
University of 8 MAI 1945, Guelma

From the time of its appearance, the university has shared with its fellow higher educational institutions all over the world some basic objectives and responsibilities regardless of the life’s changing realities and conditions. In fact, the main responsibility of any university is to provide the society with an academic who is able to use the knowledge he acquires in his life for both personal and social benefits (As James Arthur states it in Citizenship and Higher Education). However, the last few years have seen some rapid changes in both the context and nature of higher education, principally due to globalization. These changes have encouraged many international scholars and authors concerned with higher education to innovate both the purposes and functions of the university. Indeed, such new conditions have spotlighted the fact that universities have a wider set of obligations to society, which goes beyond the mere rhetoric of mission statements. In Algeria, this current debate over the “additional” responsibilities of the university seems not to be taken into serious consideration. Yet, the educational system has been changed at least on papers and the so-called LMD (License, Master, Doctorate) system is ongoing. So, what is happening with the Algerian university as compared to others? What are the real problems that have faced the effective application of the new system (LMD) particularly as far as English as a foreign language teaching is concerned? In an attempt to answer such questions and highlight the actual role of the (Algerian) university of providing the society with good knowledgeable skillful citizens, this paper is to be written on the light of these issues providing some real examples of pedagogic and other problems that face the (Algerian) university in adapting the new modifications in especially foreign (English) language teaching/learning.

Panel 15
Room 3
Innovation in the Discipline

‘Slavers in the Family’: The Archaeology of the Slaver at Christianborg Castle, Eighteenth Century Gold Coast (Ghana)
Rachel Ama Asaa Engmann
Hampshire University

‘‘Slavers In the Family’: The Archaeology of the Slaver in the Eighteenth Century Gold Coast’ is a study of Christiansborg Castle, a seventeenth century European colonial trading castle. A UNESCO World Heritage Site, the castle is also a former Danish and British colonial seat of government administration, and until recently, the Office of the President of the Republic of Ghana. This research employs monuments, material culture and museum narratives to study race, ethnicity, class, gender, power and social inequality, alongside memory and amnesia, and their effects on nation building, development and heritage. In a wider context, this research addresses the visual, material and extra-discursive forms of the triple legacies of the slave trade, colonialism and independence,
as a strategy for understanding the complexities of the politics of the past in the present. As a Ghanaian descendant of a Danish Governor at Christiansborg Castle, Carl Gustav Engmann (1752-7), working with direct descendant communities of the enslaved living close to the castle, I have coined the term ‘autoarchaeological ethnography’. In this paper, I will discuss how an autoarchaeological ethnographic approach is grounded in its commitment to the political impacts of research on descendant communities and the general public. I hope to challenge current methods, practices and interpretations, by rethinking archaeological and anthropological conversations, exchanges, and interventions in reconstructing the past.

Reinventing the Practices of the Indigenous Peoples of Northeast India

Bina Gandhi Deori
Visva-Bharati

Globalization and internationalization has played an important role in the homogenizing of cultures. Followers of major world religions like Christianity, Islam, Hinduism and Buddhism are found all over the world. In India, religious traditions are particularly complex due to its diverse cultures. India is home to major world religions like Hinduism and Buddhism as well as a significant number of practicing Christians, Muslims, and indigenous people. People practicing indigenous faith in India are mainly the tribes of Northeast India that constitute the largest indigenous population in India. In indigenous faith, nature plays an important role. The nature spirits are represented by bamboo altars in different shapes and sizes. The institution of shamanism is practiced among many of the tribes in Northeast India. However in the recent years, in India Sanskritization and Hindunization of the indigenous religion is occurring at an alarming rate. The indigenous deities are mostly styled as Hindu gods and goddesses. And in many cases Hindu legends are linked with the origin of the indigenous people and their deities to establish their connection with the Hindu faith. Added to this, the spread of Christianity in the region has also played a major role in the erosion of native culture. This process of proselytization from both sides has done great harm to the indigenous faith. As a result of this the indigenous people started questioning these attempts and also started ways to reinvent the practices of their native culture with the aim to promote it for the younger generation. My paper aims to look at these attempts by which the indigenous practices are being reinvented and its implications.

Innovation as a Process for Success; the Case of a Creative Potter

Melanie Dissanayake
University of Moratuwa

In a context where little or no innovation is believed to manifest, one unique case of a potter was identified in a village in the district of Puttalam, Sri Lanka. Personal disagreement on the common belief that ‘traditional potters are not creative innovators but are mere craftsmen’ compelled observations among traditional potter communities for such breakthroughs. Innovation is considered as a process of creative destruction, through which the old structures of process, technology or product is continuously changed. These are different kinds of innovative outcomes identified to be directly related to design practices. Many design studies find innovation as a key benefactor that provides greater opportunity for success in the market. However, innovation strategies identified in modern design practices does not occur in traditional environments. In these
circumstances, this study sets out to understand how the traditional practice of pottery-making differs in its innovative strategies. The case of the aforesaid potter is observed to identify the process he maintains to succeed via the three-fold innovative outcomes in design namely; process, technology and product. The study also extends to identify the constraints, limitations as well as possibilities encountered in the process. The results support the idea that innovation strategies applied at different phases in the process of making pottery contribute towards success in the market. Findings further revealed that rather than new product development, value additions to products are largely considered as innovations within the traditional practice. The study also revealed that lack of facilities and knowledge as key factors restricting the potters’ advancement in the process of pottery-making.

Reinventing Foreign Language Education for This New Millennium
Hayat Douhan
Doha Institute for Graduate Studies

Given the globalized nature of today’s digital world, the number of intercultural encounters has increased more than ever before and, therefore, workplaces are becoming much more diverse all around the globe. There is no doubt that there is, or at least there should be, a close connection between workplaces and education. More specifically, any educational system should respond to the needs of the job market not only at the national level but the international level as well. Foreign language education is one aspect of education that should be reinvented to meet the requirements of the 21st century. Accordingly, learning foreign languages is increasingly becoming a necessity in today’s digital world. However, learning English is much more critical given the rapidly increasing number of English language learners worldwide. This fact resulted from the wide spread of the English language around the world given its practical and instrumental value in several distinctive domains such as: education, employment, entertainment, electronic communication, and traveling across the globe. Cultural intelligence (CQ) is a recent concept that emerges as the need for intercultural communication expands. Despite of the newness of the CQ construct, it has been investigated by a body of researchers in a variety of fields. However, it is found that the field of FLE has gained less attention, which is reflected in the scarcity of studies in this area. To fill this gap, the present study aims at investigating the relationship between CQ and EFL achievements zooming on receptive skills. The results indicate that there is a significant positive correlation between the students’ level of CQ and their EFL achievement. More specifically, the findings surprisingly reveal that only two CQ aspects are positively correlated with the students’ EFL achievement. Furthermore, it is found there are no gender differences regarding both cultural intelligence and EFL achievement.
“More Languages for More Students”—a Trans-Disciplinary Strategic Intervention

Joyce Kling and Slobodanka Dimova
University of Copenhagen

As part of its language policy, University of Copenhagen (UCPH) established its Centre for Internationalization and Parallel Language Use (CIP) in 2008. CIP provides in-house language courses for staff and students and carries out research on academic language use and learning. The activities of the center are guided by the principle of parallel language use, originating from the Nordic Language Declaration (2006) and drawn upon in many Nordic universities. This aims at a balance between the use of English and the national language, in the case of UCPH Danish. Recently, however, UCPH launched an innovative plurilingual strategic initiative entitled “More Languages for More Students” which supplements the use of Danish and English with a number of other languages for academic purposes. Over the past three years, tailor-made courses have been offered, targeted at enhancing language needs and skills among students across the disciplines. While originally intended to support student professional competencies, experience from the 25+ pilot initiatives has provided insights into developing sustainable teaching models to support the development of students’ academic literacy. To be able to perform professionally in several languages can undoubtedly increase opportunities for social and professional networking. However, our findings show that language skills are not just business skills or social skills; they are also important study skills in most courses. In this presentation, we discuss the launch and implementation of the language strategy as well as how we practically can reinvent our work with language skills as a professional invigorating study competence. Whether it is about working with the French and German source texts, Arabic media sources, the reading of complex theories disseminated in English, or writing academic English, it is clear that the right language supportive intervention during the study can make an academic difference for the individual student.

Panel 17
Room 2
Women Faculty in Higher Education
Sponsored by the Women’s Faculty Forum (WFF) at Texas A&M University at Qatar

Panel Discussion: Women in Higher Education: Challenges and Solutions to Female Faculty Issues
Beena Ahmed, Zohreh Eslami, and Amy Hodges
Texas A&M University at Qatar

This panel will facilitate a discussion about current challenges and issues facing female faculty members in higher education institutions and strategies to use to overcome these challenges. Participants will be encouraged to contribute their perspectives on and experiences with diversity, gender bias, and advocacy for women’s issues.