

Duo



Dialogue Under Occupation

East Jerusalem

November 14 -16, 2007

Dialogue Under Occupation (DUO II)

The focus of "Dialogue Under Occupation" is the ongoing exploration of dialogue and discourse in areas of the world experiencing occupation. "Dialogue" is intended in the sense that understanding of differing perspectives comes through dialogue. "Discourse" refers to the types of talk that the various stakeholders involved in occupation engage in (e.g., political discourse, media discourse, public discourse).

The goal of the conference is to provide a venue to maximize the investigation and application of differing perspectives (i.e., the dialogue or discourses of the occupied, the dialogue or discourses of the occupiers, and the interaction between opposing perspectives), and to actively promote greater understanding of the ideologies, issues, concerns, etc. of individuals affected by occupation in its various dimensions.

This second Dialogue Under Occupation conference is scheduled to take place at Al-Quds University in East Jerusalem from November 14-16, 2007.

This conference is being realized through the support, collaboration, and participation of Northeastern Illinois University (Lawrence N. Berlin), George Mason University (Shelley Wong, Ilham Nasser), LinkTV (Jamal Dajani, David Michaelis), and the International Association for Dialogue Analysis.



Welcome

In November 2006, the first “Dialogue Under Occupation” conference was organized and held at Northeastern Illinois University in Chicago, Illinois, USA. The intention was to bring together scholars and other professionals from around the world to engage in dialogue about occupation in its various forms, such that those working in so-called “applied” fields could actually do something rather than merely study it, and with an understanding that, by opening a dialogue, people from opposing sides and viewpoints can come together, begin to understand each other, and hopefully work toward solutions that will benefit all those involved. In that spirit, it was necessary to include the voices of individuals from lands which are occupied and lands which are occupiers to openly discuss the influences of governments and media on occupation and in the daily lives of the people.

In total, there were approximately 100 participants who attended the conference in Chicago representing more than 20 countries who shared historical and current perspectives on occupation in different parts of the world. A few notable components of the conference were the screening of *Occupied Minds* (a documentary about life in Israel and Palestine under occupation), a presentation by *Breaking the Silence* (a group of former Israeli Defense Force soldiers speaking about the situation in Al-Khalil/Hebron), and talks given about Iraq under US occupation, the Kurds in Eastern Turkey, and the ongoing plight of indigenous people in the Americas. While there were some differences of opinion and disagreements, there was respect among all parties. The conference was, in fact, so successful that we are pleased to welcome participants from around the world to this second conference in East Jerusalem at Al-Quds University.

While we anticipate that there will again be various opinions and perspectives represented, we come together as colleagues to work toward the resolution of conflict and peaceful co-existence. As the organizer of DUO I and now DUO II, I welcome you to Al-Quds University.

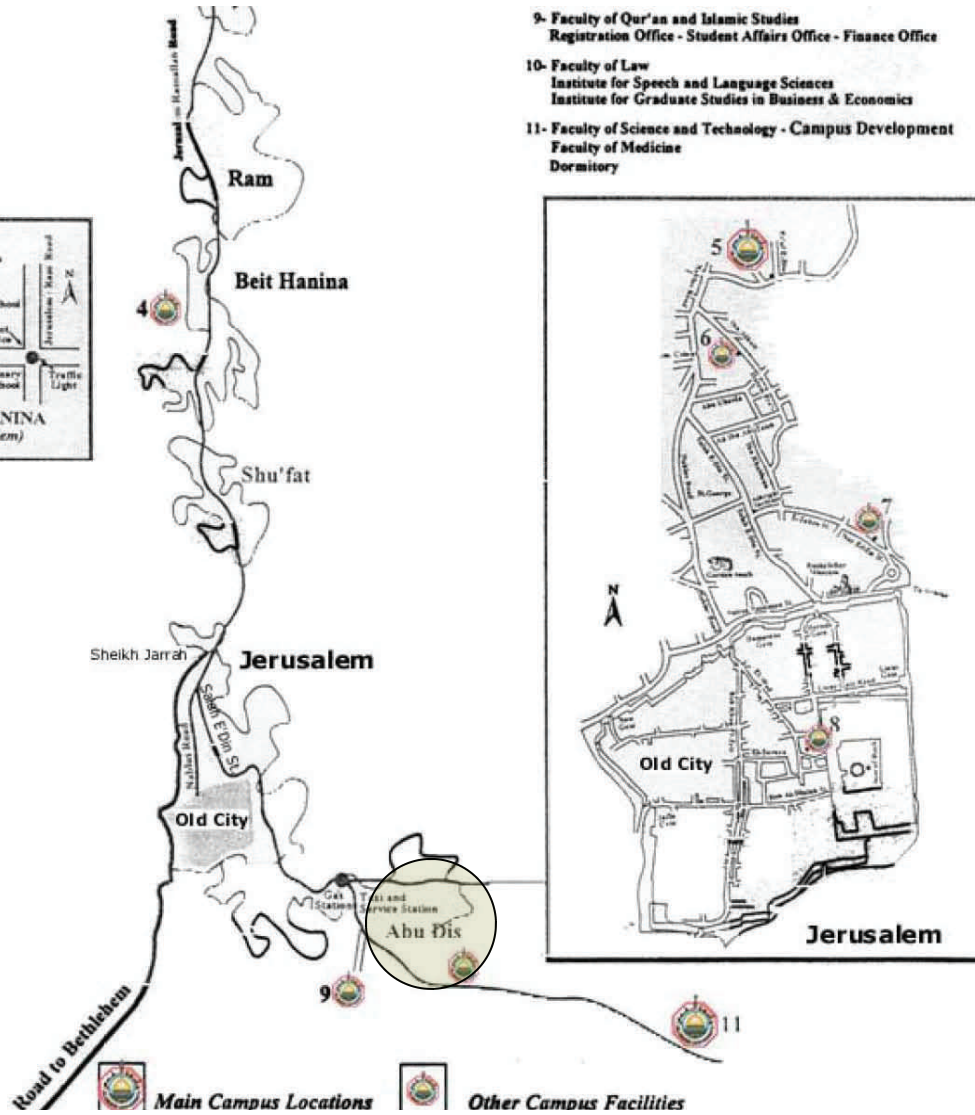
السلام عليكم

שלום עליכם

Lawrence N. Berlin



The University Map



- 9- Faculty of Qur'an and Islamic Studies
Registration Office - Student Affairs Office - Finance Office
- 10- Faculty of Law
Institute for Speech and Language Sciences
Institute for Graduate Studies in Business & Economics
- 11- Faculty of Science and Technology - Campus Development
Faculty of Medicine
Dormitory



Schedule Overview

WEDNESDAY, Nov. 14 (Part 1)

Plenary	
9:00 Hassan DWEIK, Vice President for Executive Affairs (Acting President), Al-Quds University	
Opening and Welcome Remarks Title: TBA	
10:30 Coffee	
Concurrent Session 1	Concurrent Session 2
Moderator: Munther S. DAJANI	Moderator: Mohammad DAJANI DAOUDI
11:00 Lawrence N. BERLIN	11:00 Elena IOANNIDOU
Language and the Art of "Spin": Commendation and Condemnation in Media Discourse	Imagining the "Other": Greek Cypriot Students' Sense of Identity
11:30 Farida VIS	11:30 Razvan SIBII
How do National and International Sources Shape News of the Palestine/Israel Conflict in the Western Print Media?	The Romanian Carnival: A Discourse of Resistance without the Evil Other
12:00 Khalil RINNAWI	12:00 Udi ADIV
De-Legitimization Media Model: Israeli Press Coverage of Palestinians	'67 War: The End of the "Jewish Defensive Ethos"
12:30 Lunch	
Concurrent Session 1	Concurrent Session 2
14:00 Simon FAULKNER	14:00 Chaim NOY
Writing the Occupation in Photographs	Situating Nationalist Discourse: Indexical Aspects of Zionist Colonial Arguments
14:30 Aide ESU	14:30 Dafna YITZHAKI
The Ultimate Mission to Israel: An Ethnographic Observation of Public Discourse in the Israeli-Palestinian Conflict	The Discourse of Arabic Language Policies in Israel: Institutional Discrimination or a Natural Sociolinguistic Process?
15:00 Willis Edmundson	15:00 Julia SCHLAM-SALMAN
The Language of our Enemies: A Passport to Freedom	Emancipatory Discourse? An Ethnographic Case Study of English Language Teaching in an Arabic-Hebrew Bilingual School
15:30 Tea	

Schedule Overview

WEDNESDAY, NOV. 14 (Part 2)

Concurrent Session 1	Concurrent Session 2
16:00 Marcy Jane KNOPF-NEWMAN	16:00 Guy SHROYER
On Incitement	US Occupation of Iraq as a Sacred Obligation: The Discursive Warrant of Military Sacrifice
16:30 Rabah HALABI	
خطاب حوارى أو خطاب إضطهادي	
Film	
17:00 Jamal DAJANI & David MICHAELIS	
Occupied Minds	

THURSDAY, NOV. 15 (Part 1)

Plenary		
9:00 Suzie Wong SCOLLON		
Calibrating Divergent Discourses in Convergent Geographies		
10:00 Coffee		
Concurrent Panel 1	Concurrent Panel 2	Concurrent Panel 3
10:30	10:30 Between Exclusion and Inclusion: Discursive Challenges to Israeli Education	10:30 Learners' Lives as Curriculum: Using Learner Narratives to Teach English and Foster Dialogue
1. Ilham NASSER & Shelley WONG	1. Nurit PELED-ELHANAN	
Perspectives of US Educators and Community Leaders regarding Arab and Muslim Representations in US Children's Films and Programs	The Semiotics of Exclusion: (Non)Presentation of Palestinians in Israeli Schoolbooks of History and Geography Published after the Oslo Agreements (1996-2003)	1. Gail WEINSTEIN
2. Mona ASSAF	2. Aura MOR-SOMMERFELD	2. Amy HAMAR
Culturally Responsive Practice among Virginia Teachers	Bilingual Education as Critical Approach in Israel: Challenging the Reality	3. Inas DEEB
3. Nader AYISH	3. Tamar HAGER & Tuffaha SABA	
Identity Formation and Academic Achievement of Arab American Muslim Students in the United States	Between Discourse and Action: Jewish and Arab Feminists' Moderators Working for Peace in the Academia	
	4. Maya KAHANOFF	
	Between Vulnerability and Aggression: Identity Struggles of Participants in Jewish-Palestinian Dialogue	
12:30 Abu Dis Campus Tour & Lunch		

Schedule Overview

THURSDAY, NOV. 15 (Part 2)

Concurrent Session 1	Concurrent Session 2	Concurrent Session 3
14:00 Marie J. MYERS Sorting Out Differences	14:00 Dima MOHAMMED Manoeuvring Strategically in the Mecca Accord: A Pragmatic-Dialectical Analysis	14:00 Melodye FELDMAN & Erin BREEZE Methodology, Evaluation and Lessons Learned in the Building Bridges for Peace Program: Analysis of Seeking Common Ground's Intergroup Intervention for Teen Women from Israel and Palestine
14:30 Khader ABU ALIA The Art of Dialogue	14:30 Michal ZAK The Role of Language in Dialogue Groups between Palestinians and Jews	14:30 Shelly SHENHAV & Ilana PAUL From Loss to Reconciliation: Israeli Palestinian Bereaved Families for Peace
15:00 Stephanie Jo KENT Engaging Dialogue Under Occupation: Transforming Discourse into Dialogue	15:00 Tamar KATRIEL & Nimrod SHAVIT "Breaking the Silence": Narratives of Occupation by Israeli Soldiers	15:00 Rahel WARSHAW-DADON From a Language of Hate to a Language of Peace: How Reiki Can Help
15:30 Tea		
Conference Dinner (RSVP)		
19:00 Location to be arranged:		

FRIDAY, NOV. 16

Plenary
9:00 Elana SHOHAMY Language Occupation in Israel: Competing Ideologies and Ways of Dialoging
Plenary
10:00 Diana BUTTU Title: TBA
11:00 Coffee & Photography Exhibition: Walls that Talk Photographer: Esti TSAL
Panel Moderator: Marcelo DASCAL
11:30 Words that Kill. Words that Save: Peace Activists' Experience in an Occupied/Occupier Context 1. Suleiman AL HAMRI 2. Sari BASHI 3. Mohammed DARAGHMEH 4. Hagit OFRAN

Plenaries



Speaker: Hassan Dweik, Vice President for Executive Affairs (Acting President), Al Quds University

Title: To be announced

Time: Wed., Nov. 14, 9:00

Location: Al Quds University, Abu Dis campus, Auditorium

Biography:

Hasan Dweik is a graduate from the University of Aston in Birmingham, England, where he received his PhD in Rubber Chemistry and Technology in 1983, and his MS from the same University in 1979. He started working at the Faculty of Science and technology at Al-Quds University in 1983 where he established, for the first time in Palestine, the department of Chemical Technology. He chaired this department until 1990.

After his return to the university, he chaired the Department of Chemistry and Chemical Technology between the years 1994 and 1996 .Then, he chaired the Department of Food Science and Technology between 1996 and 1999. During the years 1999-2002, he was the Dean of the Faculty of Science and Technology. In 2004, he became the Acting President, and in 2005, he became the Executive Vice President, where he has remained until now (2007).



Speaker: Diane Buttu

Title: To be announced

Time: Friday, Nov. 16, 10:00

Location: Al Quds University, Jerusalem campus

Biography:

Diana Buttu is a former legal advisor and spokesperson with the Palestinian Liberation Organization on peace negotiations with Israel and refugee issues. She was born in Canada to Palestinian parents who had emigrated from Israel before she was born. She received a law degree from Queen's University in Kingston, Ontario and a PhD in refugee issues from Stanford University.



Speaker: Jamal Dajani, Director of Middle Eastern Programming, Link TV

Biography:

Jamal Dajani is an award winning producer and the Director of Middle Eastern Programming at Link TV. Born and raised in Jerusalem, Dajani completed his early studies at College des Frères, and later attended Columbia University in New York City where he received a B.A. degree in Political Science. Since 2001, he has produced more than one-thousand installments of *Mosaic: World News from the Middle East*, winner of the prestigious Peabody Award. In 2005, Dajani completed *Occupied Minds*, a documentary shedding light on the Palestinian-Israeli conflict & *Who Speaks for Islam?*, both aired on Link TV and PBS stations.

Dajani is a frequent guest on numerous national and international media broadcast networks and a contributor to Pacific News Service, as well as, the co-host of *Arab Talk* on KPOO radio. He served as President of the Arab Cultural & Community Center of San Francisco in 2003 & 2004. In 2005, Dajani was appointed by Mayor Gavin Newsom to the San Francisco Immigrant Rights Commission.



Speaker: David Michaelis, Director of Current Affairs, Link TV

Biography:

David Michaelis serves on the Board of Directors for Internews Network and is the Director of Current Affairs for Link TV in San Francisco.

Born in Jerusalem in 1945, Michaelis studied at Hebrew University and received his degree in philosophy and sociology. He has produced and directed documentaries on social-political issues for the BBC Channel 4 in the UK as well as for ARD and ZDF in Germany. Michaelis served as a news editor in London and Washington for ARD. His work on various talk shows and documentaries has always been on the forefront of legitimizing the rights of minorities in Israel.

With Internews, he created the first satellite two-way link between Tunis and Jerusalem in October, 1993. Michaelis also helped produce, with the Jerusalem Film Institute, the Palestinian Broadcasting Conference held in Jerusalem in January 1994.

Documentary: "Occupied Minds"

Time: Wed., Nov.14, 17:00

Abstract:

Occupied Minds is the story of two journalists, Jamal Dajani, a Palestinian-American and David Michaelis, an Israeli citizen, who journey to Jerusalem, their mutual birthplace, to explore new solutions and offer unique insights into the divisive Israeli-Palestinian conflict. The film takes viewers on an emotional and intensely personal odyssey through the streets of one of the world's most volatile regions.

Dajani and Michaelis grew up in Jerusalem just a few miles apart from one another but in reality, worlds apart. Both have extensive and complex ties to their homeland. Jamal traces his family history in Jerusalem back to the 7th century, while David was born in Jerusalem to parents who had immigrated from Germany in the 1920's to escape growing anti-Semitism.

In their San Francisco offices, the two men are the only Palestinian Israeli team working together in American media; at Link TV, the nation's leading network dedicated to presenting global news, issues and culture. Michaelis, as Director of Current Affairs, brings the national Link TV audience investigative and other insightful news features. Before co-founding Link TV, he was most recently producer of "Popolitika", the most popular news program on Israel TV. Dajani, as Director of Middle Eastern Programming, produces the 2005 Peabody Award-winning daily newscast *MOSAIC: World News from the Middle East*. The program features selections from daily TV news programs produced by national broadcasters throughout the Middle East, including, Egypt, Lebanon, Israel, Syria the Palestinian Authority, and Iran, among others. Dajani also produces analytical features on the Middle East and Islam, as well as often appearing as a commentator on those issues for networks.

After four years of collaboration and watching the escalation of hostilities between Israelis and Palestinians with increasing alarm, they decided to combine their personal experiences and expertise to examine substantial opportunities for peace in the Middle East.

Far from the safe shores of San Francisco, Dajani and Michaelis explore the possibilities of lasting peace in the Middle East by interviewing leading activists, government officials and civilians on both sides of the conflict. Among the myriad of voices they hear from are: a wanted Palestinian gunman, an Israeli soldier who is breaking the silence about his service in the Occupied Territories, an Israeli surgeon who lost his eyesight in a suicide bombing, an Israeli mother who lost her son in the conflict, and a Palestinian activist who lost her cousin.

One man, a leading gunman for the Palestinian Intifada who lost his mother, brother and friends in the fighting, reflects upon the cumulative effect of daily indignities and suffering: "A person is burned on the inside and his life closes in on him All he wants to do is explode When asked about the possibility of Israelis and Palestinians coexisting peacefully, the blinded Israeli doctor says: we must differentiate between what is needed and what is real. In reality, we're not so good".

As Dajani and Michaelis make their way through the many worlds that make up contemporary Israel and Palestine, they struggle to find lasting solutions to what others believe may be a never-ending conflict.



Speaker: Suzie Wong Scollon

Title: "Calibrating Divergent Discourses in Convergent Geographies"

Time: Thursday, Nov. 15, 9:00

Abstract:

Discourse as defined by Blommaert comprises all forms of meaningful semiotic activity seen in connection with social, cultural and historical patterns and their developments of use. Values are at the heart of discourse and are embodied along with geographical features during the course of living in a particular place at a particular time. In the contemporary world formerly distinct geographies converge as people with different life experiences encounter each other in the same territory.

In this talk I will illustrate the use of discourse, calibration and geography with two examples, the first from activist research conducted in Alaska from 1979-1984, the second in Hong Kong during the change of political sovereignty, 1996-1998. Our projects in Alaska had the goal of improving the access of Alaska Native people to the public educational, medical, legal and economic institutions from which they were being systematically excluded, largely on the basis of communicative technologies and practices, different means of dialogue. Divergent discourses we were embedded in and endeavored to calibrate comprised military security, oil pipeline development, the Alaska Native Claims Settlement Act of 1971, native language research and services, national bilingual education legislation, and new high schools in rural villages.

Discourses of national sovereignty assume the construct of the Western European nation state to be universal. In Eastern European post-communist societies, discourses of transition assume a direction of change toward progress. In Hong Kong after 150 years of British occupation, Governor Chris Patten crafted a new discourse of colonial withdrawal articulated in terms of market economy, freedom of the individual, rule of law, and democratic participation. This extension of utilitarian discourse diverged from the discourse of utilitarian familism predominant in the population. Only by calibrating divergent discourses can we comprehend and influence the geopolitical changes endemic to contemporary societies.

Biography:

Suzanne Wong Scollon has spent a lifetime calibrating divergent discourses in various geographies. She was born and raised in Hawaii, with a grandmother who spoke a hodgepodge of Cantonese, Hawaiian, English, Portuguese and Japanese and lost her citizenship after U.S. occupation by marrying an alien. Drawn to ethno linguistics by a professor who also taught Dell Hymes, she tied modes of dialogue and narration to core values and linguistic change in her doctoral dissertation. With her partner Ron Scollon she has moved around the Pacific Rim, teaching and learning at universities in Hawaii, Alaska, Taiwan, Korea, Hong Kong and China. Books resulting from these travels include *Linguistic Convergence: an Ethnography of Speaking at Fort Chipewyan, Alberta; Narrative, Literacy and Face in Interethnic Communication; Intercultural Communication, a Discourse Approach; Professional Communication in International Settings* with Yuling Pan; *Discourses in Place: Language in the Material World; and Nexus Analysis: discourse and the Emerging Internet*, all with Ron Scollon.



Speaker: Elana Shohamy, Tel-Aviv University

Title: "Language Occupation in Israel: Competing Ideologies and Ways of Dialoging"

Time: Friday, Nov. 16, 9:00

Abstract:

Languages in Israel, as well as in Palestine in the early days of Zionism, have been symbols and manifestations of conflicting and competing ideologies regarding nationalism, globalization, ethnicity, religion, and regional politics. These manifestations led to different patterns of language attitudes and uses ranging from some languages losing status and power to cases of terminal and total occupation when certain languages ceased to be used resulting in their attrition, extinction. The different patterns of language occupation are often a result of explicit and implicit language policies introduced by hegemonic groups (utilizing different mechanisms such as tests, curriculum, laws, etc.), by multiple geo-political and economic factors or by 'benign neglect'. This paper will focus on the ideologies, battles, policies and outcomes of a number of cases of language competition and language occupation in Israel. The cases discussed include: Hebrew vs. Yiddish (and other Jewish and immigrant languages) in the first part of the 20th century; Hebrew vs. Arabic in schools and society; Hebrew vs. Russian (with regards to immigration in the 1990); Hebrew vs. English, Arabic vs. English; and Modern Standard Arabic (MSA) vs. Arabic dialects. Data that point to the methods and processes of each of the language phenomena will be described along with a focus on the costs that individuals whose language had been occupied, pay in terms of identities, status and inclusion. Alternative methods and strategies for 'talking back', engaging in dialogues, negotiations for the sake of co-existence, tolerance and equal inclusion will be proposed.

Biography:

Dr. Elana Shohamy is a Professor and Chair of the Language Education program at the School of Education, Tel-Aviv University. She researches and writes about multiple issues related language policies, ideologies and practice in multilingual societies, especially in Israel. Her more recent studies focuses on: Language attitudes of Arabs and Jews; spoken Arabic and language attitudes, languages representation in public space (linguistic landscape), Academic achievement of immigrant in schools, language tests as language policies, and various issues related to language rights such as language citizenship tests. Her recent books include: *The Languages of Israel: Policy Ideology and Practice* (with Bernard Spolsky, 1999; Multilingual Matters); *The Power of Tests* (2001, Longman/Pearson) and *Language Policy: Hidden Agendas and New Approaches* (2006, Routledge). She is currently the editor of the journal *Language Policy*.

Panel Abstracts

Venue: Concurrent Panel I

Time: Thurs., Nov. 15, 10:30

Panel: Discourse of Enactment: Educational Transformation through Critical Pedagogy

Abstract:

This panel will share educators' efforts and ideas about creating change in educational settings and policies regarding culturally responsive practice by raising awareness to neglected issues in the US educational system. Two George Mason faculty will present their research on raising the awareness of teachers, administrators, and community leaders regarding the portrayal of Arabs and Muslims in children's films and programs. The third paper will discuss the development of a Culturally Responsive professional development training for in-service teachers in Virginia from a practitioner's perspective who has been working with culturally, linguistically and ability diverse children and families. The fourth paper will provide inspiring portrayal of identity formations of Palestinian American students in the US.

Presenters: Ilham Nasser & Shelley Wong, George Mason University

Title: Perspectives of US Educators and Community Leaders Regarding Arab and Muslim Representations in US Children's Films and Programs

Abstract:

This paper will share the results of a survey conducted among teachers, administrators, and community leaders regarding their views about the portrayal of Arabs and Muslims in films and programs especially those targeting children. The survey is part of a workshop design aiming at raising people's awareness to the impact of Hollywood on shaping our views as educators about different minority groups in the US.

Presenter: Mona Assaf, George Mason University

Title: Culturally Responsive Practice among Virginia Teachers

Abstract:

For too long American public schools have blamed the 'achievement gap' between White (Anglo-American) students and primarily African American and Hispanic students on the lack of student interest/ability, low parental involvement, and lack of English language skills. Educators need to turn the 'achievement gap' inside out and critically examine and reflect on their own role in continuing to perpetuate the 'gap'. While we are celebrating fifty years since Brown vs. the Board of Education, ending desegregated education for white and black students', teachers have to engage in critical reflection to see their role in perpetuating the oppressive practices supposedly outlawed by the decisions of Brown.

Presenter: Nader Ayish, Fairfax County Public Schools

Title: Identity Formation and Academic Achievement of Arab-American Muslim Students in the United States

Abstract:

What role does the societal curriculum (Cortes, 2000) have on the identity formation and academic achievement of Arab American Muslim students in the United States? This paper examines how stereotypes, school curriculum, and popular culture impact Arab American Muslim high school and university students. Solutions are offered to ameliorate challenges associated with this poorly understood and growing student population.

Panel Abstracts

Venue: Concurrent Panel 2

Time: Thurs. Nov., 15, 10:30

Panel: Between Exclusion and Inclusion: Discursive Challenges to Israeli Education

Presenter: Nurit Peled-Elhanan, Tel Aviv University & David Yellin Teachers College

Title: The Presentation of Palestinians in Israeli Schoolbooks of History and Geography Published after the Oslo Agreements (1996-2003)

Abstract:

The denial of Palestinian national and territorial identity is still one of the core messages of Israeli education. This denial is conveyed in school books in a multi modal fashion, namely through the verbal text, the visual text and the through the layout of pages, of double-spreads, of chapters and of whole books.

All Palestinians are represented stereotypically, in racist vocabulary and racist visuals, as a group which is a security or a demographic threat, a problem to be solved or a developmental burden. Palestinian "inferiority" is presented as a natural condition or 'lot' and their misfortunes are either a "tragedy" namely an act of fate or their own doing. Their tradition is made to signify "backwardness" and their discrimination is represented as a national necessity.

The Palestinians citizens of the state of Israel are always depicted dichotomously as "Israel' Arabs" vs. the Israelis, or as the "Non-Jewish population" vs. the Jewish one. The Palestinian occupied territories are depicted as part of the state of Israel but their Palestinian inhabitants and institutions are missing from maps, photographs and graphs as well as from the verbal texts. The books use subtle rhetorical ways in order to legitimate the massacres of Palestinians in the name of a higher cause which is the existence of the Jewish state. The paper suggests that teachers who want to educate their students to critical thinking and peace should learn to decipher implicit messages through a semiotic analysis of school books.

Presenter: Tamar Hager, Academic College of Tel Hai.

Title: Between Discourse and Action: Jewish and Arab Feminist Moderators Working for Peace in the Academe

Abstract:

Education can become the practice of freedom, writes bell hooks in her book Teaching to Transgress: Education as the Practice of Freedom (1994), "if teachers and students become critical and engaged participants rather than passive consumers, connecting "our will to know with our will to become".

This paper describes our prolonged experience with this liberating pedagogy as feminist teachers to empower the Jewish and Arab students at a course titled "Jewish Arab Dialogue: an action research", offered at the Academic College of Tel Hai , in the Upper Galilee of Israel. Like many other dialogue groups in academia and elsewhere, this one too aims to reduce mutual prejudice, delegitimization and dehumanization through the acquisition of academic and experiential knowledge and the creation of personal relationships. As in other groups, we continuously grapple painfully with our collective identities, addressing the asymmetrical power relations and the oppression of Arabs in Israel.

The facilitated process sets out to motivate the Jewish and Arab participants to work together towards amending social and political injustices within the campus and achieving the institutional change necessary for equalizing opportunities for Arabs.

This paper examines the auto-ethnographies of feminist activists who employ dialogue to transform themselves and their Arab and Jewish students into agents of social change in campus and the community at large.

Panel Abstracts

Presenter: Maya Kahanoff, University of Jerusalem.

Title: Between Vulnerability and Aggression: Identity Struggles of Participants in Jewish-Palestinian Dialogue

Abstract:

The presentation analyses the discourse characterizing structured dialogue between Jewish and Palestinian citizens of Israel. I wish to argue that the external dialogue taking place in the structured encounter, reverberates internally within the participants- evoking questions, deliberations and internal struggles relating to identity and morality/ belonging. The dialogue with the other places question marks over existing perceptions, deconstructs existing images of the other, and raises other images of the self that had been repressed.

One of the central and most sensitive themes or axes along which these inner debate take place is between vulnerability and aggression. This internal dialogue relates to the aggressive and vulnerable aspects of Jewish-Arab relations, to both faces of the participants - persecutors and persecuted; aggressors and victims; oppressors and oppressed. Using narrative analyses of personal interviews with Jewish and Palestinian participants I will try to demonstrate how the dialogue with the other raises from the deep repressed aspects of weakness and vulnerability that exist within control over the other; the power and moral strength that belong to the dominated; and the face of militancy that exists side by side with that of morality.

I argue that dialogue bears a great potential for openness and change in participants' frameworks of understanding and interpretation, from which modes of action and attitudes to the self and other are derived; The questioning it entails, breaks the monologue and impenetrability of the discourse. At the same time, the very process of questioning creates disorder, a threat to social and metaphysical order.

Presenter: Aura Mor-Sommerfeld, University of Haifa

Title: Bilingual Education as Critical Approach in Israel: Challenging the Reality

Abstract:

Dealing with languages is not merely linguistic. It is, rather, a subject which includes socio-cultural and political aspects, and in areas of conflict those terms are expanded and become even more complex. Language in general, and language learning in particular can then become a crucial motive for both the educational system and the whole of society. As regards bilingual education, this can be the key not just for learning or knowing another language, but also for changing our views and perceptions of another.

The educational system in Israel segregates Jewish-Israeli and Arab Palestinian populations to teach and be taught in separate schools. Bilingual education, on the contrary, aims at challenging and changing the reality of segregation by creating a common ground where children and adults can meet and learn together.

It suggests establishing a shared alternative curriculum based on the knowledge, experiences, languages and cultures of both communities. Critical approach then is inherent in its essence.

Focusing on bilingual frameworks, the paper discusses bilingual education as a political perspective to become a crucial motive for both the educational system and the whole society. Arab-Hebraic cooperation offers a potential alternative *modus Vivendi* to closed community living; it may alleviate the segregate form of socio-political affiliation, and disturb dichotomies of 'them' and 'us'. It shows how around sets of shared interests, frameworks of bilingual education can develop mutual positive attitudes to others (and another) language, culture and history, and be examined not just in terms of the individual's cognitive and linguistic abilities but also as a field and a source to adopt broader viewpoints, humanistic values and universal beliefs.

Panel Abstracts

Venue: Concurrent Panel 3

Time: Thurs. Nov., 15, 10:30

Panel: Learners' Lives as Curriculum: Using Learner Narratives to Teach English and Foster Dialogue

Abstract:

My name is Nadeen Shatara. I'm named after my grandmother Nadia..... My name means "hope". I love my name. (excerpt). Nadeen's story is one of many written by children of immigrants in San Francisco. This narrative is woven into a thematic language unit that focuses on names and their meaning, history, family, and other issues central to teens and their identities.

This panel will report on an initiative to help teachers improve language teaching practice through the use of learner narratives to develop engaging language lessons. The classroom becomes a place to foster conversation within learner groups about their place in the world; a necessary step before dialogue among groups that may be in conflict.

Presenter: Gail Weinstein, San Francisco State University

Abstract:

The first presentation will describe Learners' Lives as Curriculum, a model which integrates use of learner-generated texts with language development, content information and community-building for collective problem-solving. The model assumes that classrooms should be settings where learners develop language and literacy skills while reflecting, as individuals and in collaboration with others, on their changing lives.

Presenter: Amy Hamar, Academy of Art University.

Abstract:

The second presentation will describe the applications of this model to Middle Eastern and other immigrants in San Francisco, showcasing materials that have been created to invite learners to reflect on their lives, while telling their own stories and developing dialogue skills.

Presenter: Inas Deeb, East Jerusalem Pedagogical Center.

Abstract:

The third presentation will describe work in progress with a group of Palestinian English teachers in East Jerusalem, who are piloting Learners' Lives as Curriculum by developing a thematic unit for their own programs and students.

The panel concludes with an invitation for dialogue among participants, with a focus on future directions for using language classrooms to foster self-understanding and laying the groundwork for understanding the other.

Panel Abstracts

Time: Friday, 16 November 2007, 11:00

Photography Exhibition: Walls that Talk

Photographer: Esti Tsal (Jaffa/Tel Aviv)

Time: Friday, 16 November 2007, 11:30

Panel: Words that Kill, Words that Save: Peace Activists' Experience in an Occupied/ Occupier Contexts

Moderator: Marcelo Dascal, University of Tel Aviv

Presenters:

- Suleiman Al Hamri (Bethlehem)
- Sari Bashi (Tel Aviv)
- Mohammed Daraghmeh (Ramallah)
- Hagit Ofra (Jerusalem)

Abstract:

Situations that are easily conceptualized in terms of dichotomies such as oppressed/oppressor or occupied/occupier describe a context where explanations of behavior and moral explanations follow naturally. The dichotomies seem to make clear, a priori, who is right and who is wrong, whose actions are to blame and whose are to be praised. Furthermore, they provide what seems to be the obvious recipe for eradicating the problem: eliminate the occupation and you'll get both justice and peace. While this recipe may ultimately work, it requires much work in order to come into being. Those who carry this burden daily and faithfully are, more than most others, the peace and rights activists on both sides. To be sure, they have to face similar difficulties on both sides, where the majority of each of the populations does not trust the adversary, is persuaded that their cause is just and the other's unjust, etc. Yet, the very asymmetry of the basically dichotomous situation within which they work generates deep differences in the contexts within which they have to do their job.

For example, it might be easier to persuade the powerful occupier than the powerless occupied to make concessions for the sake of peace; and it is more likely that a peace or rights activist of the occupied side would be suspected by his fellow citizens of being a collaborator with the occupier than the other way around. Both these contextual similarities and differences certainly have much influence on the discourse of peace and rights activists as well as on the way they feel and act. The objective of this panel and exhibition is to convey through first hand reports their experiences and of the extra care they need to conduct their behavior and discourse. The speakers are peace activists and rights activists from both sides in this region's conflict, representing the various sub-contexts in which the dialogue of peace is pursued painstakingly and courageously by these dedicated persons. The discussion will focus on how these contextual differences influence their discourse and discursive strategies. The photographic documentation of what the written word on walls and demonstrations will remind us of the impact of a dimension of discourse we tend to forget.

Individual Paper Abstracts

Presenter: Udi Adiv, Open University

Title: '67 War: The End of the "Jewish Defensive Ethos

Venue: Concurrent Session 2

Time: Wed., Nov. 14, 12:00

The '67 War seems to be an essential milestone in the history of Israel. Since the establishment of the state in 1948 until 67 War Israel existed in the light of its "Jewish defensive ethos." After the War, the Palestinians, which were part of, what Foucault called, the "other world", turned into the Israeli world. The immediate presence of the Palestinians created a "cognitive dissonance" which, in turn, undermined the dominant ethos of Israel as a autonomous Jewish society. Yet, historically, for the Palestinians, as well as for the Hegelian observer, '67 War and the occupation of the territories were rather a history that repeated itself twice, that is, the actualization of an unfinished telos as a full-fledged objectification of the Zionist historical subject. Yet, for the mainstream Israeli writers '67 War and the occupation were an inessential, contingent event within that history. An event that can be undo.

Hence, the aim of this paper is to elaborate on the conceptual transformation that the Israeli society has been going through after the 67 War and the occupation of Palestinian territories. Subsequently, my main argument is that conceptually, for the Israeli public opinion, the 67 War and its consequences were a turning point and a new frame of reference that one should concentrate upon in order to come to grips with the current situation of the main ideology of Israel, i.e., Zionism. The "cave" is still here, but at the same time some intellectuals, though few and far between, moved away from it and enforced the Israeli mainstream intelligentsia to testify itself.

Presenter: Khader Abu Alia, Al Quds University

Title: The Art of Dialogue

Venue: Concurrent Session 1

Time: Thurs., Nov. 15, 14:30

For years, the study of international relations has been dominated by countless studies on the nature of conflict - its causes, its characteristics, and its management. In recent years, however, this trend has started to change as more and more interest is given to peace research including the resolution of conflict and the conditions that enhance it. Many universities, peace centers, and

NGOs are focusing lately on Peace education and how they can present it to their communities in the most effective approach. One of the basic lessons in peace education is how to build a peaceful conversation, discussion, or negotiation with the people who surround you without using force or become violent.

It is the aim of this presentation to contribute to the literature on handling difficult conversations and solving tough problems. This presentation will focus on how people can discuss or negotiate their disputes with an open mind and a peaceful manner. It concentrates on how to discuss what matters most and with an open way of talking, listening, and creating new realities. It will, also, discuss how we can solve our problems without resorting to force, how we can overcome the apartheid syndrome in our homes, workplaces, communities and countries, and globally. Some tips about the ability of listening with patience and the things that people should and should not do while discussing their disputes will be presented too. George Mitchell found the ability to listen was a great advantage in the talks. "We don't often truly listen to each other. Mitchell says.

The presentation recommends that universities should take the leading role in implementing these ideas. Israeli and Palestinian universities should cooperate in this field. For example, they should seriously consider adding a compulsory course as a university requirement that teaches the Art of Dialogue. Both Israeli and Palestinian universities can design joint training programs where they can exchange their expertise and ideas. Schools will be the next target after succeeding at the universities' stage and eventually: free training programs for parents and the members of the community.

The vision is to establish an Israeli-Palestinian students' program which promotes the meeting of traditions and culture. The purpose is to familiarize ourselves with the other side; exploring each other's life and encouraging a dialogue based on experience and knowledge.

Individual Paper Abstracts

Presenter: Lawrence N. Berlin, Northeastern Illinois University.

Title: Language and the Art of “Spin”: Commendation and Condemnation in Media Discourse

Venue: Concurrent Session 1

Time: Wed., Nov. 14, 11:00

Using a critical discourse analysis, examination of two media sources operating in two ideologically different regimes demonstrates how news programs propagandize identical events (cf. Bell, 1991; Berlin, 2005; Caldas-Coulthard, 2003; Kress & van Leeuwen, 1996; Lakoff, 1990; van Dijk, 2003). Thus, by taking advantage of sociocultural norms, media reporting can construct, ratify, and/or reinforce specific ideologies, especially during times of conflict (cf. Ehlich, 1989).

As such, even counter-hegemonic voices become hegemonic by establishing a ‘we-they’ dichotomy in the construction of a public identity and associated discourse that becomes socially acceptable (Caldas-Coulthard, 2003; Cotter, 2001; van Dijk, 2001). Using reporting on the Israeli-Palestinian conflict (2nd intifada), a Western and a Middle Eastern news media source broadcasting in English are compared for treatment of identical events from two disparate perspectives which become even more apparent through an analysis of the language.

Presenter: Willis Edmondson, University of Hamburg & University of Hebron.

Title: The Language of our Enemies: A Passport to Freedom

Venue: Concurrent Session 1

Time: Wed., Nov. 14, 15:00

This paper investigates the attitudes towards the learning and use of English in a school and university context of students of English at the University of Hebron. The data is derived from autobiographical accounts of acquisitional experience, elicited in the course of instruction, and written in English. The data reveal mixed and somewhat paradoxical motivations and attitudes, which will be tentatively interpreted in the light of local cultural tradition and the socio-political realities of occupation and enclosure.

Presenter: Aide Esu, University of Cagliari

Title: The Ultimate Mission to Israel: An Ethnological Observation of Public Discourse in the Israeli-Palestinian Conflict

Venue: Concurrent Session 1

Time: Wed., Nov. 14, 14:30

The Ultimate Mission to Israel, an ethnological observation of public discourse in the Israeli-Palestinian conflict. This paper will examine the construction of public discourse, of Mossad officials, Shin Bet commanders, high ranking officials of Israeli Defence Force, Military Judges and “war heroes”. It is based on field observation with the Shurat Hadin Law Centre travel tour to Israel on an “eight day exploration of Israel’s struggle for survival and security in the Middle East”.

The position in the military and political hierarchy and the place where the public discourse is performed (military museum, military bases, the Defence Ministry, military Court Houses, military observation station) influence and shape the discourse and delimit the narration (wars, battlefields, military technology, media argumentations).

The participatory approach to the study of those speeches facilitate and highlight the social representation and the performance dimension of public discourse, and it shows minor details like the body language, the variations of public speech and audience reaction. The frame analysis highlights all those dimensions of public discourse: the military (political and social construction of the conflict), the narration of the “self” and the denial of the “other”. Israeli society has been built around a very permeable border between military forces and civil society.

Many observers espouse an even more radical interpretation when they talk of a “partially militarised” society; others go as far as defining it as “totally militarised”. From a more sociological point of view it gives the opportunity to construct models of masculinity, rooted in the legitimate and heroic use of force. This unique case of public relevance of military discourse in a democracy engenders the social construction, the maintenance of the conflict and sustains the discourse of the legitimate use of violence.

Individual Paper Abstracts

Presenter: Simon Faulkner, Manchester Metropolitan University

Title: Writing the Occupation in Photographs

Venue: Concurrent Session 1

Time: Wed., Nov. 14, 14:00

During the last decade both Israeli and Palestinian press photographers have adopted the practice of presenting their work within artistic contexts. Miki Kratsman, Pavel Wolberg, and Rula Halawani, for example, have all used the art gallery as a space of relative freedom from the demands of producing news worthy images for the press, allowing them to explore photography as an ethical practice involving their own subjective political and moral concerns. Kratsman has stated on this subject that he believes that photography is a form of 'interpretation and a tool for criticism' and suggested an analogy between his use of the camera and writing.

Thus he observes: 'I find the best analogy to photography in the written text, as the camera is much more of a word processor to me, than a tape recorder. In photography I write my say not merely collect images.' Although the indexical and iconic realism of the photographic image remains central to the pictures these photographers produce, they also conceive of their work as a form of overtly symbolic language akin to verbal expression.

Considering the history of documentary photography, this is nothing especially new, however the use of the space of art to distance photographs from their assumed 'objectivity' as a means of constructing more powerful pictorial representations of the Israeli occupation is an interesting development. In the process these photographers have constructed themselves as hybrid figures combining the roles of the photojournalist and documentary photographer with that of the art photographer, and opening up new possibilities for a kind of visual activism that is not necessarily at home either in the newspaper and magazine, or in the gallery. These photographers move their work between these sites and other locations, mobilising the photographic image as a means of witness and commentary.

This paper considers these developments within the wider context of visual activism against the Israeli occupation, concentrating on the work of individual photographers such as Kratsman, while

also making links to collective activities such as those organized by the group of documentary photographers called Active Stills.

Presenters: Melodye Feldman & Erin Breeze, Seeking Common Ground

Title: Methodology, Evaluation and Lesson Learned in the Building Bridges for Peace Program: Analysis of Seeking Common Ground's Inter-group Intervention for Teen Women from Israel and Palestine

Venue: Concurrent Session 3

Time: Thurs., Nov 15, 14:00

The panel presentation will consist of a discussion of the curriculum and methodology of Seeking Common Ground's (SCG) Building Bridges for Peace (BBfP) program. BBfP brings together teen women (ages 16-19) who are Palestinian, Jewish and Palestinian living in Israel, and American for a yearlong program that begins with a 2-week summer intensive (intergroup encounter) in Colorado. In the summer of 2007, SCG is introducing a parallel pilot BBfP program for teen men. During the intensive portion of the program, participants learn communication, dialogue, leadership, and peace building skills while they build foundational relationships with one another.

After the summer intensive, participants apply and strengthen those skills while continuing to build their relationships during a yearlong follow-up program that takes place in their home communities. Now entering its 14th year, the BBfP program's methodology has proven to be effective in imparting leadership, communication and peace building skills to more than 700 diverse participants.

The panel presentation will also explore new developments in the arena of peace education techniques and inter-group contact models. Specifically, SCG's two-year study of the long-term impact of the BBfP program on Israeli and Palestinian participants, a study funded by the United States

Institute of Peace (USIP), will be discussed. Currently, SCG is developing new evaluation tools to better measure the longitudinal impact of the BBfP methodology. Among the measures that SCG is assessing are how the program affects participant's attitudes toward and perceptions of the

Individual Paper Abstracts

'other', the nature of in-group and out-group relationships, and sense of self-efficacy to effect change in the home community. Study findings will be shared and other practitioners will be encouraged to discuss their own intergroup interventions and evaluation approaches.

Presenter: Elena Ioannidou, University of Southampton

Title: Imagining the "Other": Greek Cypriot Students' Sense of Identity through the Construction of the "Other"

Venue: Concurrent Session 2

Time: Wed., Nov. 14, 11:00

Presenter: Rabah Halabi, School for Peace

Title: السيطرة على الخطاب للسيطرة على الواقع

Venue: Concurrent Session 1

Time: Wed., Nov. 14, 16:30

في هذه المداخلة سوف أتطرق لصيرورة لقاء بين صحفيين إسرائيليين وفلسطينيين، حوي مئة مشارك خمسين من كل جهة. تمحور اللقاء حول موضوع الصحافة عند الجانبين، لكن بالأساس دار صراع مخفي في غالبية الوقت، وعلى الطاولة أحيانا، على الأخلاقية والليبرالية، والحضارة.

في البداية أسمعت المجموعة الفلسطينية صوتها بشكل واضح وصريح وقوي، أثبتت المجموعة الفلسطينية قدرتها الحوارية، وقدرتها الصحفية. ذلك صعق المجموعة الإسرائيلية - اليهودية التي جاءت بنظرة استعلانية وفوقية، ولم تستوعب بل لربما لم تقبل بالواقع الجديد الذي فرضه الفلسطينيون على ساحة الحوار. من منطلق الأزمة التي دخلت بها المجموعة الإسرائيلية - اليهودية، قلبت الحوار إلى محور حول المهنية، فإرضاء التعريف لما هو الصحافة المهنية. مدعية أن على الصحفي إن يكون موضوعيا وحياديا، مستبعدة بذلك إن الصحفيين الفلسطينيين يمكن إن يكونوا مهنيين، وذلك لأنهم مجندين للقضية الفلسطينية. بهذه الطريقة، حاولت ا

لمجموعة اليهودية- الإسرائيلية السيطرة على الخطاب ومن ثم السيطرة على الموقف في اللقاء، محافظة بذلك على فوقيتها ومكانتها كما يقول ميشيل فوكو. واضح انه لا توجد هناك صحافة موضوعية وحيادية، لكن الغرب القوة يعطي الأمور تسميات من خلالها يحافظ على هيمنته واقدميته. هذا ما يحدث في الصراع الإسرائيلي الفلسطيني أيضا، إسرائيل بالإضافة لسيطرتها العسكرية، أو مدعومة بالسيطرة العسكرية تحاول دائما السيطرة على الخطاب، الذي يظهر الفلسطيني كإرهابي ومتخلف مما يعطي لهم تسويغا أخلاقيا للاستمرار بالسيطرة على الفلسطينيين، كما يقول ادوارد سعيد. وهذا بالضبط ما حدث في اللقاء المذكور، ويحدث في معظم اللقاءات الفلسطينية الإسرائيلية

The current paper examines the identities 12-year-old Greek Cypriot students adopt through their understanding of the "self" and the "other". The paper adopts an "anti-essentialist" stand on identity, recognizing that identities are embedded in difference and that they form a classificatory system where we distinguish ourselves from the others (Hall, 1992). Although it is acknowledged that simply recognizing the dualism of identities is not enough, since identities are also multiple, context-bounded and fluid, still the notion of "identity as difference" remains an important component in identity formation.

The students live in the highly politicized context of Cyprus, an island torn by inter-communal conflict between the two ethnic groups, Greek and Turkish Cypriots, an on-going de-facto partition resulting from a war and invasion in 1974, and intense political conflicts between left and right wing groups. It is therefore inevitable that the strong political context, reflected in the current educational policies, will have an influence on their identity perceptions.

The current paper explores students' sense of ethnic identity mainly from the perspective of values and emotions, investigating their ethnic

identification, their ethnic awareness and their ethnic values (Tajfel, 1981). In particular the paper examines the role the "other" has in a) the information students provide to describe themselves, b) the specific identities they adopt and their rationale for this, c) the components of their ethnic identity. The methodology adopted is ethnographic interviews with multi-tasks and identity-tests. The data are interpreted within the wider educational and socio-political context of Cyprus.

Individual Paper Abstracts

Presenters: Tamar Katriel & Nimrod Shavit, University of Haifa

Title: "Breaking the Silence": Narratives of Occupation by Israeli Soldiers

Venue: Concurrent Session 2

Time: Thurs., Nov. 15, 15:00

In the spring of 2004, a group of Israeli young men, who have served as combat soldiers during the second Palestinian uprising, the Al Aqza Intifada, organized under the name of "Breaking the Silence" [shovrim shtika] in order to give voice to their experiences as soldiers of the occupation, indicating that they believe their testimonial efforts "should serve as a warning sign to Israeli society" (<http://www.shovrimshatika.org/>).

Drawing on their positioning as eyewitnesses, members of this group have used their personal experience stories to publicly protest the Israeli army's treatment of the civilian population in the occupied Palestinian territories, and, especially, to drive home the moral cost of the occupier role for the soldiers implicated in such action. As part of their group project, members of "Breaking the Silence" have compiled and disseminated dozens of testimonies describing what they saw, did and felt during their military service.

In so doing, they have employed a variety of popular media in a wide range of venues, including a traveling photography exhibition, a well-maintained website containing both videotaped and transcribed verbal and visual testimonies, ongoing publications of soldiers' testimonies in a popular online newspaper, a theatrical performance, and occasional public discussions of military issues (such as rules for opening fire) and staged readings of soldiers' testimonies in central public locations.

These personalized acts of narrative inscription serve as counter-discourses designed to subvert hegemonic accounts of Israeli military practices in the occupied territories by facilitating a new kind of inter-generational dialogue. Implicitly drawing a line between power and agency, these narratives address the paradoxes of military power, highlighting the soldiers' sense of entrapment in their powerful occupier role, and pointing to their desire to reclaim their agency through the act of speaking up.

Presenter: Stephanie Jo Kent, University of Massachusetts at Amherst

Title: Engaging Dialogue under Occupation: Transforming Discourse into Dialogue

Venue: Concurrent Session 1

Time: Thurs., Nov. 15, 15:00

Did presenters at the first DUO conference (Chicago, 2006) - including myself - conflate the concepts of "dialogue" and "discourse"? Do these terms refer to distinctive constructs of communicative phenomena or are they synonyms? The textual juxtaposition of "discourse" and "dialogue" in the CFP and their selection by presenters an opportunity to explore the significance of highlighting a distinction. Is there a relationship between the printed text and the conversational interaction of participants at DUO 1? Is it useful to bring experienced patterns of these modes of communication into view?

In addition to a cursory textual analysis of the use of these terms in conference print material, two themes that generated commentary among some participants will be outlined: the role of military personnel in ending occupations, and the outcomes of different bilingual education policies. I would like to suggest that dialogue and discourse are distinctive applications of language that evoke particular boundaries of meaning-making. James Carey theorizes that "our attempts to construct, maintain, repair, and transform reality are publicly-observable activities which occur in historical time" (1975).

Language, as the premier system of expression, and its use among interlocutors, provides an unparalleled vantage point into the "ordered, meaningful cultural world [that serves] as a control and container for [our own] human action" (Carey, 1975). I propose that investigating DUO as an "actual social process wherein significant symbolic forms are created, apprehended, and used" (Carey, 1959) will contribute to the theory and practice of decentering conflict and transforming discourse into dialogue.

Individual Paper Abstracts

Presenter: Marcy Jane Knopf-Newman, American University of Beirut

Title: On Incitement

Venue: Concurrent Session 1

Time: Wed., Nov. 14, 16:00

In 2000 when the Palestinian Ministry of Education began publishing textbooks, which incorporate "democratic values such as justice, personal responsibility, tolerance, empathy, pluralism, cooperation, and respect for the opinions of others," CMIP (Center for the Monitoring of Peace) issued its first report on Palestinian textbooks based on drafts of these texts and old Jordanian and Egyptian textbooks. Their findings concluded that Palestinian educators were "inciting" Palestinian children to violence. Although various experts refuted these claims, they remain entrenched enough in the U.S. that Senator Hillary Clinton, continues to make remarks about Palestinian curriculum each year, relying upon CMIP's reports and threatening to withhold funding from the Palestinian Authority until these textbooks are eliminated.

Last month she reiterated these claims before AIPAC. All of Clinton's speeches in the Senate or elsewhere ignore the scholarly work done to refute such claims and are recycled from previous CMIP reports. Moreover, such congressional debates maintain a bias in favor of Israel that has economic and political consequences for Palestinians.

Aside from the fact that CMIP reports are upheld as objective inquiries into the Palestinian educational system, not one explores the ways human rights is incorporated into the new curriculum.

My paper analyzes this discourse of reaction in the U.S. Senate while arguing that UNRWA created a new human rights pedagogy, in response to those accusations. A significant component of this program is a series of stories, each illustrating a different concept from the United Nations Universal Declaration on Human Rights. Senator Clinton, whose policies negatively affect Palestine, ignores the works featured in UNRWA's program. My paper addresses these discrepancies in the discourse of UNRWA's Human Rights curriculum and US congressional debates about Palestinian education

Presenter: Dima Mohammed, University of Amsterdam

Title: Manoeuvring Strategically in the Mecca Accord: A Pragma-dialectical Analysis

Venue: Concurrent Session 2

Time: Thurs., Nov., 15, 14:00

This paper examines the Mecca Accord between the Palestinian Fatah and Hamas movements, reached between the leaders of the two movements at the end of their summit in Mecca, in February 2007. I adopt a pragma-dialectical approach, to examine the text of the accord.. Pragma-dialectics (van Eemeren and Grootendorst, 1984, 2004) is a normative theory that analyses and evaluates argumentative discourse. It views the critical resolution of an initial conflict of opinions to be the ideal aim of argumentative discourse. Adopting a pragma-dialectical approach, I analyse the text of the Mecca Accord as a piece of argumentative discourse, in which resolution of a difference of opinions was sought. The accord is viewed as part of argumentative discussions taking place between Fatah and Hamas, as well as between the two movements and other parties such as the Palestinian people, Israel and the international community.

The analysis extracts the main standpoints of the accord, as well as the lines of arguments in support of these standpoints. It highlights the elements in the accord that are relevant to the resolution of the difference of opinion and assesses the contribution of such elements to a reasonable resolution of this difference.

Furthermore, the analysis gives an account of the other aims that the leaders of the two movements have. By applying the concept of strategic manoeuvring (van Eemeren and Houtlosser 2003), a pragma-dialectical examination reveals how Fatah and Hamas choose their topics, tune to their audience and employ a certain choice of language in order to achieve their other goals, such as the goal of winning the discussion.

I argue that such an analysis will reveal the complexities of the examined argumentative discourse, and assess the achievement of the goals of the parties in light of the assessment of the reasonableness of their discourse.

Individual Paper Abstracts

Presenter: Marie J. Myers, Queen's University.

Title: Sorting out Differences

Venue: Concurrent Session 1

Time: Thurs., Nov. 15, 14:00

People of Alsace, France, had to overcome after-effects of occupation under a different language and we will compare their situation to that of immigrants in Ontario, Canada. Each generation creates the new knowledge it wants, and in doing so the communal resources of the language tool-kit may be transformed. Yet even the rebellious creativity of a new generation is inevitably, partially the product of a dialogue between generations.

Conflict can stem from new sociopragmatic and pragmalinguistic developments that create a gap between generations. Niezgodna and Röver (2001) suggest that non-native speakers in a second language setting like in Alsace require a stronger awareness of pragmatic errors than in a foreign language setting, for instance in Canada. Dialogues from both settings will be analyzed to uncover participants' preparedness for pragmatic errors and strategies that come into play.

Our study suggests that in Ontario where in junior school French is the compulsory second official language, young people resort to code-switching and code-mixing when facing anxiety, finding support in their L1 to express their feelings. Research in Alsace showed that people still tend to revert to speaking the dialect in emotional situations and when negotiating on familiar grounds, and there almost appears to remain a form of resistance. Differences could account for the fact that in Canada there is a distinction between First Language and First Culture for immigrants, whereas in Alsace children mostly grow up with the mix.

We recommend to develop metapragmatic awareness (Myers, 2004). One major question has to do with how actively speakers attend to input. In our opinion, cultural factors and personal characteristics come into play, which concurs with research by Bardovi-Harlig et al. 1991; Billmyer, 1990, Bouton, 1990; Boxer & Pickering, 1995, Cohen, 1996; Holmes & Brown, 1987; Kasper & Rose, 1997 and Liddicot & Crozet, 2001.

Presenter: Chaim Noy, Hebrew University of Jerusalem

Title: Situating Nationalist Discourses: Indexical Aspects of Zionist Colonial Arguments

Venue: Concurrent Session 2

Time: Wed., Nov. 14, 14:00

An interesting and rarely researched discursive feature concerns spatialization and localization of highly ideological discourses. This aspect is particularly poignant with regards to hyper-nationalist and colonial arguments, which have spaces and places as their subjects. In line with recent advances in discourse analysis, specifically from within the subdiscipline of Linguistic Anthropology, this paper proposes an analysis of contemporary Israeli nationalist discourse(s) in terms of indexicality or the indexical order (Silverstein 2004). By addressing indexicality, the ways through which discourse(s) are grounded in particular concrete sites, i.e. how they are effectively contextualized, and the rhetoric of territorial claims are addressed. In order to authenticate ideological claims, utterers locate or situate the discourse they produce in concrete and spatial circumstances; discourse materializes and becomes related to the physical world.

The paper draws on a corpus of utterances recorded in a visitor book, which is located in an Israeli war commemoration museum in Jerusalem. The visitor book is a unique discursive media, in which written discourse assumes a ritualistic and public state. Utterances expressed in and through this media amount to ideological acts of participation. The visitor book examined in this research holds some sixteen hundred utterances, and was compiled between July 2005 and July 2006.

Approaching the public utterances therein in terms of their embeddedness and situatedness illuminates the pragmatic and embodied forces of hyper-nationalist, colonial discourses. Additionally, through exploring indexical and other means of contextualizing and grounding ideological claims, aspects of contemporary Zionist colonial epistemology are illuminated.

Individual Paper Abstracts

Presenter: Khalil Rinnawi, College of Management in Tel-Aviv

Title: De-legitimization Media Model: Israeli Press Coverage of Palestinians

Venue: Concurrent Session 1

Time: Wed., Nov. 14, 12:00

This article and presentation examines and compares Israeli print media coverage of the respective Palestinian populations in Israel and in the occupied West Bank and Gaza Strip during the Al Aqsa Intifada. Historically, the Israeli media has behaved in a “mobilized” manner during periods of heightened conflict. It also plays a central role in delegitimizing Palestinian protest, thereby helping to reproduce existing division between Jews and Palestinians. This article attempts to provide a comprehensive inventory of the “mobilized de-legitimization model” at work during the news production process in Israel - a state in external conflict with the Palestinians in the occupied territories and with significant internal tension between its Jewish and Palestinian citizens.

Presenter: Julia Schlam-Salman, The Hebrew University of Jerusalem

Title: Emancipatory Discourse? An Ethnographic Case Study of English Language Teaching in an Arabic-Hebrew Bilingual School

Venue: Concurrent Session 2

Time: Wed., Nov. 14, 15:00

This presentation is based on an ethnographic case study of English language teaching in a bilingual integrated Palestinian-Jewish school in Jerusalem. The study focuses on how students use English as a means to express perceptions of self and perceptions of others. In particular, three salient identifications are addressed: multilingual identifications, cultural identifications and Arab-Jewish identifications.

The study utilizes methodologies rooted in discourse analysis and ethnographic tradition. The study took place in an English language classroom and consists of four 45-minute classroom observations and two 90-minute classroom observations. The two, 90-minute classroom observations were informed, in part, by a focus group activity on perceptions of others. Discourse among the classroom participants is analyzed at length.

This presentation attempts to show how in-depth study of linguistic behavior can enrich our understanding of identity negotiation processes and minimize the often politically delineated categorizations that, at times, constrain who one is and what one believes. What rises to the surface is a richer, more textured reality.

Presenters: Shelly Shenhav & Ilana Paul, Beit-Berl Academic College

Title: From Loss to Reconciliation: Israeli-Palestinian Bereaved Families for Peace

Venue: Concurrent Session 3

Time: Thurs., Nov. 15, 14:30

At the mid 90's the 'Parents Circle' was founded by a group of Israeli bereaved families who have lost children in the Israeli-Palestinian conflict. Calling for reconciliation and a peaceful end to the conflict, the forum expanded to include Palestinian bereaved families who have lost an immediate family member as a result of the conflict. The families Forum (is now called), consists a group of 500 families, works to solve the conflict between Palestinians and Israelis through dialogue and mutual understanding.

The perception of a sense of tolerance and reconciliation rather than lack of trust and empathy, hatred and revenge stands at the heart of their social, cultural and political activities and outreach. The aim of this paper is to review some of their activities and to concentrate mainly on meetings they carry out in various Israeli schools and other social forms. In these meetings two bereaved family members join together - Israeli and Palestinian, they share their personal and painful stories with the audience and have an open discussion and dialogue with them afterwards.

Based on our research on the forum, comprised of few methodologies -observations, questionnaires and interviews, we'll analyze the dynamic of these meetings and decipher some of the relevant and important themes:

- 1) The participants responses to the meeting;
- 2) Their attitudes to the forum - aims, ideas and their activities;
- 3) Their perception (of the Israelis) of the 'other' - the Palestinian; and
- 4) Their view of the conflict and the option of reconciliation.

Individual Paper Abstracts

Presenter: Guy F. Shroyer, Urbana University.

Title: US Occupation of Iraq as a Sacred Obligation: The Discursive Warrant of Military Sacrifice

Venue: Concurrent Session 2

Time: Wed., Nov 14, 16:00

One of the more frequent arguments for the continuance of the US occupation of Iraq encountered in the United States, both through government communication and mass media, is the warrant of heroic sacrifice in terms of US military casualties. The occupation must be continued, it is held, because members of the US armed forces have suffered, been injured, or been killed in Iraq, and such sacrifice cannot have been made in vain. In order to better understand how this argument is effective in maintaining support for the occupation, this paper examines the multimodal discourse of heroic sacrifice of US military personnel in occupied Iraq.

The power of this sacrificial argument for continued occupation will be explored by first examining the discourse of heroic military death at its generative center through the institution of Arlington National Cemetery in Washington D.C. A theory of mediated action (Scollon 2001) and a multimodal semiotic analytical framework (Kress and van Leeuwen, 1996, 2001) will be employed to examine how the public uses and affordances of mediational means, produced through Arlington National Cemetery, ritually reinforce the sacred nature of military sacrifice as a form of US civil religion through the appropriation of themes of heroic death, resurrection, and immortality. This discourse links military sacrifice to the sacred immortality of the nation as a primary and terminal identity group.

Themes and elements of the nearly ideal-typical Arlington discourse will then be compared to discursive material in support of the US occupation of Iraq produced by government agencies and spokespersons, mass media, and internet blogs, in order to identify patterns of argumentation and reality construction based upon the heroic sacrifice motif.

Presenter: Razvan Sibii, University of Massachusetts at Amherst

Title: The Romanian Carnival: A Discourse of Resistance without the Evil Other

Venue: Concurrent Session 2

Time: Wed., Nov.14, 11:30

This paper examines the manner in which politically-charged humor in Communist Romania was able to acquire a genuinely subversive edge because of its peculiar emphasis on reflexivity: anti-Communist jokes were not generally aimed at the leaders of the totalitarian regime, but rather at the joke-tellers themselves and their own values, beliefs, and practices. This implicit recognition of the citizens' complicity in reproducing a totalitarian ideology which victimized millions on a daily basis helped prepare the way for an equally difficult realization: that social and political change requires a concerted community effort.

Towards the end of the 1980s, when neo-Stalinist ideologues had transformed the country into one of the bleakest dictatorships in Eastern Europe, the Romanian citizenry came to perceive its socio-political environment through a "comic frame" - a "view of human antics as a comedy, albeit as a comedy ever on the verge of the most disastrous tragedy" (Kenneth Burke, 1931). The use of humorous narratives as a discourse of resistance is, of course, a strategy that has been adopted by many disenfranchised communities, but the "comedy" in which Romanians lived their lives was of notable kind: it was, to use Mikhail Bakhtin's (1984) term, a "carnival" in which "actors" and "spectators" continually changed roles.

In this paper, therefore, I undertake a discourse analysis of a series of anti-Communist jokes in order to describe and assess a type of reactive discourse that focuses on ideology rather than on individuals, and has remarkably little use for a culpable Other. I then conclude by arguing that the carnivalesque discourse so prevalent at the time played a major role in the Romanians' transformation from submissive de-politicized subjects into proactive re-politicized artists - a transformation which, in December 1989, finally led to the disintegration of the Communist regime.

Individual Paper Abstracts

Presenter: Farida Vis, The Open University

Title: How do National and International Sources Shape News of the Palestine/Israel Conflict in the Western Print Media?

Venue: Concurrent Session 1

Time: Wed., Nov. 14, 11:30

Looking at the role sources play in the production of news, Israeli academic Gadi Wolfsfeld has built on Hall et al's concept of primary and secondary definers (Hall et al, 1978) and argued that sources in the news can be divided between those that are 'antagonists', in control of defining the event and those that are 'challengers' within the news arena. Due to restricted access to the process of news production, Wolfsfeld maintains that challengers have to perform in an exceptional way in order to gain media attention. He has argued that this behaviour has to be exceptionally extraordinary and most often extremely deviant. Once the challenger has been allowed to speak he has to remain 'in costume' for the duration of the performance and thus has to behave in a way that is expected by the audience. (Wolfsfeld, 1997)

This paper examines how these protagonists and challengers behaved and were mobilised within the first years of the so-called peace process within the Palestine-Israel conflict (1993-1995). Data was collected for three case studies in two American (The New Times, Washington Post) and two British newspapers (The Independent, The Times) and the sources were divided into one of seven categories ('Palestinian', 'Israeli', 'Arab', 'British/American Jews', 'British/American Arabs', 'British/American', 'Other'). Each category was subdivided and sources were labelled either 'official' or 'unofficial'. Attention was also paid to when sources were used. Early on in the coverage or later on when the story had effectively already been defined? Who was allowed a voice and under what circumstances.

This paper is particularly interested in examining the ways in which agents within the Palestinian media landscape are able to put forward their view and be used as a source. While the paper will give concrete examples of a number of case studies from the early years of the peace process and beyond it moreover aims to gain a better understanding of what the conditions for Palestinian sources in particular are like 'on the ground'. It is well established that the Western media has no problem gaining access to Israeli sources, in par-

ticular official ones; the Israeli government actively encourages this. In addition to this, the relationship Western journalists have with their sources is of vital importance to better understand what ends up in print. More research is needed to examine under what conditions Israelis and Palestinians are given a voice within the Western media and are thus able to put their views forward. Taking a multi-layered approach, his paper aims to address these issues.

Presenter: Rahel Warshaw-Dadon, Reiki for Peace (formerly Boston University, Massachusetts Institute for Technology, The Hebrew University at Jerusalem)

Title: From a Language of Hate to a Language of Peace: How Reiki Can Help

Venue: Concurrent Session 3

Time: Thurs., Nov. 15, 15:00

As much as our conscious intentions, our language reflects our unconscious state of being. Consider the informal phrases "Let me grab that for you!" and "Just throw it in the trunk!", meant to give the listener the feeling that we are together and understand each other. Actually they create an atmosphere of aggression. Why not "May I take that for you?" and "Please put that in the trunk." When people communicate aggressively, they give messages that create tension and mistrust (even though the intention is to create trust).

Such word choices, made in all languages, are usually not consciously made, but become part of commonly used speech. Such unfortunate word choices are also made when communicating with or about 'the other' - about whom there may be a feeling of fear or anger or both. It is a vicious cycle: fear and anger cause the choice of aggressive language, and hearing that language encourages the atmosphere of more fear and anger. Reiki can help to change that atmosphere.

Reiki, a healing modality, is easy to learn, easy to practice, and surprisingly powerful. In addition to helping people to overcome physical ailments, it creates balance, calm, and helps us to become happier individuals. Living in peace requires both effective communication and building a basis for trust. Especially when there are barriers of language and culture, just talking is not enough. Reiki energy leads to individual healing, and group Reiki activities can lead to reduced tensions and

Individual Paper Abstracts

the development of open communication and trust. Sometimes the dialogue of touch is stronger than the dialogue of words.

Presenter: Dafna Yitzhaki, Bar Ilan University

Title: The Discourse of Arabic Language Policies in Israel: Institutional Discrimination or a Natural Sociolinguistic Process?"

Venue: Concurrent Session 2

Time: Wed., Nov. 14, 14:30

Arabic, the language of Israeli Arabs who make up a fifth of the population in Israel, shares an official status with Hebrew, the language of the Jewish majority. The legal status of the languages adopted by the State of Israel in 1948 from the British Mandate regulations has not been clarified by law since the establishment of the state. While no general statute gives Hebrew priority over Arabic, in practice Hebrew functions as the dominant language in all public contexts. In the past decade this situation has begun to be challenged, mainly by organizations in the Arab sector advocating a change in the political status of Israeli Arabs and by sociolinguistic changes in the status of Arabic.

The proposed talk analyzes the points of tension which emerge when exploring the discourses related to changes in policies towards Arabic in Israel. The language policy issues dealt with touch upon a range of public domains, including: the use of Arabic in Israeli government offices; on road signs; on national television; and in the Israeli parliament. Positions are explored on two levels: (1) state officials and representatives of the Arab sector as revealed through legal and policy documents; (2) 'lay speakers' as examined specifically for the current study through focus groups and questionnaires.

Points of tension to be discussed will relate to the following theoretical debates currently occupying sociolinguistic scholars:

Language rights: Basic human rights or a political mechanism? (Phillipson & Skutnabb-Kangas 1995)

The distinction between national/indigenous minorities and immigrant groups and its relevancy to language policy decisions (Kymlicka 1995; 2001)

Tension between practical and symbolic functions of language; 'Critical Language Policy' as influenced by Bourdieu's theory of 'linguistic capital'.

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Phillipson, R. & Skutnabb-Kangas T. (1995) Linguistic rights and wrongs. *Applied Linguistics* 16 (4), 483-504.

Spolsky B. and Shohamy E. (1999) *The Languages of Israel - policy, ideology, and practice*. Clevedon : Multilingual Matters

Presenter: Michal Zak, School for Peace

Title: The Role of Language in Dialogue Groups between Palestinians and Jews

Venue: Concurrent Session 2

Time: Thurs., Nov.15, 14:30

I will focus on two sets of encounters: The first is between Jews and Palestinians of Israeli citizenship, which manifest relations that are similar to colonial relations, and than between Israeli Jews and Palestinians from the Palestinian Occupied Territories, which are relations between conqueror and conquered. Language choice in these encounters is a good indicator of the power relations between the parties.

In the encounters in Israel, one of the most significant conflicts is over which language to use for dialogue. The use of Hebrew, as the dominant language in Israel, is evident, and the use of Arabic, if it is used at all, is a major break through in the power relations. I will analyze this phenomena using postcolonial literature and show how this reflects the transparency of the oppressed, and the superiority of the oppressor. The more Arabic is heard, the harder it is for the Jews, but the dialogue is more symmetric.

In the cross-the-border encounters that I will describe, the dialogue is conducted in Hebrew and Arabic, with sequential translation back and forth.

I will show that although these are severe relation between oppressed and oppressor, the dialogue, as manifested through language use, is more equal.

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