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AFRICAN STUDIES
Global Virtual Forum

DOHA INSTITUTE
FOR GRADUATE STUDIES

جامعة قطر
QATAR UNIVERSITY

The GVF's Third Annual Summer School Program

16 - 20 July 2025

About the GVF's Third Summer School

The African Studies Global Virtual Forum (GVF) seeks to challenge and decenter hegemonic epistemologies, and to decolonize the Eurocentric canon to open spaces for other ways of knowing, acting and being. Through a series of online conversations, participants in the GVF critically examine the idea of a singular "universal truth" and discuss how the only truth that is universal is the truth of complexity. Decolonizing knowledge requires embracing pluralistic epistemic perspectives (diverse ontologies, cosmologies, and epistemologies). The rise of the *Epistemologies of the South* represents a key response to the decolonial turn. The GVF engages multiple viewpoints and lived experiences rooted in different epistemological and ontological traditions. It seeks to "southernize" knowledge by centering complexity and heterogeneity as the norm rather than the exception. This approach aims to pluriversalize academic disciplines with the aim to move beyond Eurocentric frameworks by grounding theoretical formations in their broader historical contexts.

In addition to its weekly seminars, the GVF organizes annual summer schools to explore pressing theoretical, conceptual and pragmatic issues situated and dialectically tested by various sociopolitical conditions in the Global Souths and the Global Norths. This third edition of the summer school is organized in collaboration with the Doha Institute for Graduate Studies and the University of Qatar. It brings together scholars from diverse (inter)disciplinary backgrounds to engage with historically grounded issues in the Arab world, Africa, and beyond. The list of issues and themes includes, but not restricted to:

- Digital settler colonialism and the expiration of language
- Applied linguistics from the perspective of African philosophers
- Internationalization in education from a decolonial lens
- The problematic of democratic transformation
- The politics of writing, publishing and pedagogy
- Occidentalist mapping
- The entanglements of food discourses
- The Global South-North dynamics
- The ideology of nationalism and state building
- Language policy from the decolonial lens of praxis
- Elitism and dependency
- The western media framing of the war on Gaza
- The Hollywood invention of 'bad ethnicities'

The program includes a combination of individual and collaborative presentations, participatory workshops, roundtables, and film screenings, all organized to stimulate in-depth conversation.

Timetable

Day 1: Wednesday 16 July 2025		
Moderation Team: Chanel van der Merwe, Ayman Ali Ibrahim, Mustafa Ahmed, Phoebe Quaynor, Özge Deniz		
*Click here to register for Day 1.		
4 - 4.15 pm AST (Doha Time) (9 am EDT)	**By way of welcoming** Michael Scott, Hamid Ali, Ashraf Abdelhay, Emad Abdul-latif	
Plenary Commons Session (4.15 - 5.45 pm) Ismail Nashef When Language Expires: The Dialectic of Regression in the Settler-Colonial Digital Mode		
6 - 6.20 pm	Notes on Arab Democratic Backsliding	Larbi Sadiki
6.20 - 6.40 pm	Rebuilding the State in Sudan: Challenges of Colonial Legacy and Resource Conflict	Hamid Ali
Discussion (6.40 - 7.15 pm)		
Day 2: Thursday 17 July 2025		
Moderation Team: Diaa Abdelmobdy, Mustafa Ahmed, Ayman Ali Ibrahim, Phoebe Quaynor, Özge Deniz		
*Click here to register for Day 2.		
4 - 5 pm AST (Doha Time) (9 am EDT)	One Approach to Teaching Arabic: The Doha Residence Model	Alaa Elgibali, Rana R. Siblini, Fu'ad Al-Qaisi
5.05 - 5.35 pm	Elite Bargains: The Path Dependence of Political Settlements in Sudan	Hassan Elhag Ali
Film Screening and Discussion (5.45 - 7.15 pm)		
5.45 - 7.15 pm	**Hollywood's Bad Ethnicities** A film by Imed Ben Labidi (Media Studies, Doha institute for Graduate Studies)	
Day 3: Friday 18 July 2025		
Moderation Team: Chanel van der Merwe, Ayman Ali Ibrahim, Juvaid Hasan Shakir, Phoebe Quaynor, Özge Deniz		
*Click here to register for Day 3.		
4 - 4.20 pm AST (Doha Time) (9 am EDT)	Food Discourses, Identity and Power in Twentieth Century Egypt	Emad Abdul-latif

4.20 - 4.40 pm	Internationalization of Higher Education in the MENA Region: A decolonial lens	Samah Abdulhafid Gamar
Discussion (4.40 - 5.10 pm)		
5.20 - 8 pm	**Workshop: Politics of Writing and Publishing**	Lynn Mario Menezes de Souza. Ismail Nashef, Samah Abdulhafid Gamar, Sinfree Makoni, Mama Adobea Nii-Owoo

Day 4: Saturday 19 July 2025
Moderation Team: Diaa Abdelmobdy, Mustafa Ahmed, Juvaid Hasan Shakir, Alaa Mohamed, Phoebe Quaynor, Özge Deniz
*Click here to register for Day 4.

Plenary Commons Session
4 - 5.30 pm AST (Doha Time) / 9 am EDT
Nicholas Faraclas, Ike Desmond Odugu, Chidi Ugwu
Language, Education, Sovereignty and Coloniality: Communities of Praxis as the Basis for Language Policy and Planning

5.45 - 6.20 pm	Western Media Framing of the Israel-Gaza war	Mohamad Hamas Elmasry
6.25 - 8 pm	**Workshop: Framing Applied Linguistics through the lenses of African and Africana Philosophers**	Edwin Appah Dartey, Sinfree Makoni, Lara Stephanie Krause-Alzaidi

Day 5: Sunday 20 July 2025
Moderation Team**:** Chanel van der Merwe, Alaa Mohamed, Mustafa Ahmed, Phoebe Quaynor, Özge Deniz
*Click here to register for Day 5.

Plenary Commons Session
4 - 5.15 pm AST (Doha Time) / 9 am EDT
Eid Mohamed
Occidentalist Mapping: Arab Spring and Self-Subversive Representation of the Other

Roundtable: The South and the North: Duality or a Dualism?
5.25 - 8 pm
John E. Joseph, Abdelwahab El-Affendi, Nicholas Faraclas, Ike Desmond Odugu, Chidi Ugwu

Presenters

Emad Abdul-Latif

Professor of rhetoric and discourse analysis at Qatar University. He studied Arabic rhetoric and political discourse analysis at Cairo University (Egypt) and Lancaster University (England). He is the Editor-in-Chief of "*Khitabat*" Journal and the founder of *'Balaghat Al-Jumhour'* a discipline interested in the rhetorical empowerment of audiences. His recently published books are (The New Arabic Rhetoric: Paths and Approaches, 2021) and (Political Discourse Analysis: Rhetoric, Power and Resistance, 2019).

https://scholar.google.com/citations?user=FqneSGMAAAAJ&hl=ar&oi=sra

Food Discourses, Identity and Power in Twentieth Century Egypt

Foods are integral to constructing, validating, and asserting identity, and certain foods are associated with ethnic and social groups in popular culture. These foods are invoked by different groups in their discursive encounters with other groups and ethnicities for derogatory purposes. In this article, I argue that marginalized groups have not passively received this demeaning discourse. Rather, they have produced rhetorical responses or counter-discursive strategies to defend their foods, identity, and tradition. Analyzing a corpus of Egyptian proverbs, mobile street vendors' cries, and daily life discourses, I investigate how the Egyptian Fellaḥīn resist derogatory discourses about their food. I focus on the five rhetorical responses: homonymy, simile, counter-preference, abstinence discourse, and counter-offensive rhetoric. These strategies involve semantic, figurative, cognitive, and argumentative techniques that sustain the collective social identity of the marginalized Egyptian Fellaḥīn by asserting the merits of their staple foods.

Hamid E. Ali

Professor of Economics and Public Policy at the Doha Institute for Graduate Studies (DI), where he served as Dean of the School of Economics, Administration, and Public Policy from 2020 to 2023. His recent co-edited books include Natural Resources, Inequality, and Conflict and Institutional Reforms, Governance, and Service Delivery in the Global South. He has authored and co-authored numerous articles in leading scholarly journals, including Public Administration Review, Peace Research, Food Policy, Publius: The Journal of Federalism, Policy and Politics, Defense and Peace Economics, International Journal of Public Administration, and Public Administration and Development. Ali has also served on the editorial boards of various academic journals. Notably, he contributed a chapter to Contemporary Issues in Microeconomics, edited by Nobel Laureate Joseph Stiglitz and Martin Guzman. He is a member of the Task Force of the UN Department of Economic and Social Affairs (UN DESA)/IASIA and serves on the IASIA Board of Management. Previously, he was President of the Association of Middle Eastern Public Policy and Administration. Currently, he is the Acting Chair of the International Commission on the Accreditation of Public Administration and Training Programs (ICAPA) and an active member of the NASPAA Diversity and Social Equality Committee. He worked as policy analyst at the U.S. Government Accountability Office (GAO), where he contributed significantly to reports for U.S. congressional committees.

Rebuilding the State in Sudan: Challenges of Colonial Legacy and Resource Conflict

The theory of representative bureaucracy seeks to promote diversity and inclusion by ensuring representation across various levels of bureaucracy. Ethnic marginalization, rooted in deeply entrenched socio-political and economic inequalities, is often exacerbated when bureaucratic representation fails to address the diverse needs of ethnic communities. Such neglect reinforces marginalization and fuels tensions, undermining the potential for governance and social cohesion. Using a comprehensive dataset spanning from 1945 to 2020 for an in-depth analysis of long-term trends and cross-regional comparisons between the Global North and South, this study addresses

two critical inquiries: the extent to which ethnic marginalization within bureaucratic system acts as a catalyst for societal conflicts, and whether the dynamics of bureaucratic access and conflict manifestation differ between the Global South and North. In our analysis, while dominant ethnic groups have underscored the significance of power-sharing through governance, they have concurrently restricted other groups from fully realizing these governance rights. Such states, particularly in the Global South, exhibit a fragility that exacerbates their vulnerability to violent upheavals from marginalized ethnic groups, often met with stringent state resistance. We highlight the critical role of inclusivity and representation of marginalized voices within bureaucratic system as fundamental to fostering peace and stability.

Hassan Elhag Ali

Professor of Political Science at the University of Lusail, Doha. He got his PhD from the University of North Texas. He was a President of the University of Medical Sciences and Technology in Khartoum and the Dean of the Faculty of Economic and Social Studies at the University of Khartoum. He was the Director of the Higher Academy of Strategic & Security Studies. Between 2001-2005, he taught at Hankuk University, South Korea. His recent publication is: "An Unstable Transitional Period: The Transformation of the Hybrid Coalition in Sudan".

Elite Bargains: The Path Dependence of Political Settlements in Sudan

The path of the post-independence state in Sudan was characterized by the following cycles: three internal wars, three forms of military rule, three uprisings, and three periods of civilian rule, in addition to a number of peace agreements: the Addis Ababa Agreement, the Comprehensive Peace Agreement, Abuja, Doha, and Juba. What is striking about the historical sequence is the tendency of the political system to revert to the pattern established by the British colonial administration.

The main question this paper raises is: Why do the institutions of the political system persist despite coups, uprisings, civil wars, and peace agreements? What makes these institutions resistant to change? To answer this question, the paper assumes that the institutions established and permitted by the British colonial administration after the end of World War II and until the early 1950s, which came in the form of a political settlement as the country moved toward self-rule and independence, constituted a path followed by subsequent political systems and reproduced despite uprisings, coups, and wars. The paper is using a process tracing approach, focusing on the analysis of macrohistorical processes.

Alaa Elgibali   **Rana R. Siblini**   **Fu'ad Al-Qaisi**

Alaa Elgibali is a professor of linguistics and director of the Language Center at the Doha Institute for Graduate Studies. Previously, a tenured full professor and founding chair of the Arabic department and founding director of the Arabic Flagship programs at the University of Maryland, as well as a tenured full professor and director of the M.A. program in TAFL and director of the Center for Arabic Study Abroad at the American University in Cairo. He (co)authored and (co)edited several seminal works including, The Arabic Standards for the State of Qatar, The ACTFL Arabic Language Standards, Arabic as a Language of Knowledge Acquisition and Production, Media Arabic, The Acquisition of Arabic as a First Language, Understanding Arabic, Investigating Arabic, and the four volume Encyclopaedia of Arabic Language and Linguistics.

Rana R. Siblini is currently a lecturer of Arabic Language and Culture at the Doha Institute. She received her PhD in Arabic Studies from Münster University in Germany. She holds a BA in Political Studies and an MA in Arabic Language & Literature from the American University in Beirut (AUB). Her main fields of specialization are pre-modern Arabic literature (with emphasis on poetry), and pedagogies of teaching Arabic. Siblini has an experience of more than 20 years in the field of teaching Arabic to foreign, heritage, and native speakers. She served as an instructor, coordinator, and director in the intensive Summer Arabic Program at AUB. She has initiated different projects related to teaching Arabic, such as "Arabic for social workers" and "Arabic for government employees", implemented in Germany.

Fu'ad Al-Qaisi (PhD) is a Senior Lecturer at the Language Center of the Doha Institute for Graduate Studies and an Adjunct Professor in its Linguistics and Arabic Lexicography MA Program. He specializes in Arabic language program development, addressing evolving teaching challenges. His research interests include language expression competency, learner engagement, colloquial Arabic integration, translation, phraseology, lexicography, and collocations.

One Approach to Teaching Arabic: The Doha Residence Model

The Doha Residence Program (DRP) is built around, among other principles, the philosophy that language learning should focus on communicative purpose and incorporate authentic materials. To achieve communicative competence, Arabic learners must master various communicative functions, such as description, argumentation, and comparison.

This presentation will explore the DRP's vision for developing communicative competence, as well as the challenges that both learners and instructors may encounter in the teaching and learning process. Additionally, it will examine the interaction between linguistic patterns, lexical items, grammar, and cultural awareness in fostering effective communication.

Mohamad Hamas Elmasry

Professor in the Media Studies program at the Doha Institute for Graduate Studies. Dr. Elmasry's research focuses on Arab media systems, news coverage of race, and the media and terrorism. His work has been published in respected peer-reviewed journals, including Journalism & Mass Communication Quarterly, the International Journal of Communication, and Journalism Studies. Dr. Elmasry also writes political and media analyses for Al-Jazeera English and the Middle East Eye, and does television analysis for Al-Jazeera English, TRT World, and other television news networks.

Western Media Framing of the Israel-Gaza war

This presentation presents empirical findings from research examining western media coverage of Israel's 2023 – 2025 war on Gaza. Several studies have been published, focusing on different news outlets, platforms, and elements of reportage. Findings suggest strong support for Israeli positions, perspectives, and narratives. Studies show that examined western news outlets rely overwhelmingly on Israeli and pro-Israeli sources, frame Israeli violence as self-defense, and frame Palestinian violence as terrorism. Additionally, multiple studies reveal western coverage shows greater sympathy toward Israeli victims of violence. For example, personal, humanizing details are more likely to be provided about Israeli victims than Palestinian victims. Also, emotive terms are more commonly used in reference to Israeli victims of violence. The presentation concludes with a series of recommendations for western news outlets.

Nicholas Faraclas　　　**Ike Desmond Odugu**　　　**Chidi Ugwu**

Nicholas Faraclas Of Romani (aka 'gypsy') and Greek descent, Dr Nicholas Faraclas is a Professor in Linguistics at the University of Puerto Rico, Rio Piedras. Having received his PhD from the University of California at Berkeley, a National Science Foundation Fellowship, and two Fulbright Fellowships, he has developed and taught a wide range of courses and published many books and numerous articles in the areas of theoretical, descriptive, socio-, and applied linguistics. Over the past four decades, he has been conducting research on postcolonial linguistics and colonial era contact languages as well as promoting community-based literacy activities in the Caribbean, Latin America, Africa, Asia and the South Pacific.

Ike Desmond Odugu is Professor of Education and the chair of Education at Lake Forest College. He holds a Ph.D. in Comparative and International Education from Loyola University Chicago. In addition to his research on linguistic processes, education, and social change in the Global South, as well as race, space, and education in the United States, he explores the history and historiography of education in the African context. His interest spans epistemic reconsiderations of colonial education historiography, oral history, and indigenous African educational processes prior to and since colonial encounters. He is also the director of the International Network for Action Research on Education, Language, and Society (INARELS).

Chidi Ugwu is Professor of health anthropology. He has taught anthropology and social research methods at the University of Nigeria, Nsukka, since 2011 and guest-lectured in the University of Melbourne's School of Population and Global Health from 2017 to 2023. His research interests circulate around epistemic and power asymmetries; and, to highlight these, he explores public health, politics and religion. His research has been supported by the American Council of Learned Societies, the Werner-Gren Foundation, International Development Research Center, U.S. National Institute of Health, Harvard Radcliffe Institute, and has been published in Ikenga Journal of the Institute of African Studies, American Anthropologist, Africa Spectrum, Ethnography, Journal of Asian and African Studies, The Lancet, The Qualitative Report and World Archaeology.

He sits on the advisory boards of the Harvard Radcliffe Institute and the UK Public Health Rapid Support Team.

Language, Education, Sovereignty and Coloniality: Communities of Praxis as the Basis for Language Policy and Planning

Human social practices, human linguistic practices and human educational practices are inextricably intertwined. They are also so ancient and so deeply embedded in our cultural and biological make-up that the great majority of the most significant and fundamental contributions made to human social, linguistic and educational history pre-date what is commonly viewed under the colonial lens to be the "dawn of history" or the "dawn of civilization" a mere five to ten thousand years ago in the Middle East. It is absolutely impossible to speak sensibly about language, education and policy without first acknowledging and attempting to comprehend how our ancestors created the linguistic, educational and social praxes that constitute the matrix of unofficial, uncodified, unrecognized, but nonetheless real, policies and practices that managed to ensure our survival for the 290,000 years before the "dawn of history". Once we begin to identify these heretofore unacknowledged policies and practices, we also begin to understand how they have continued right up until the present to inform and guide how educators, from parents to professors really teach, and how learners, from infants to postdoctoral students really learn. It also becomes apparent how such policies and practices continue to inform and guide real people as they use real language to establish the real resonances and entanglements with one another that make society, education, and language itself possible.

Samah Abdulhafid Gamar

A seasoned higher education professional with extensive experience in education policy, program development, monitoring and assessment, and higher education quality assurance. Her career has spanned the tertiary education sector from technical and vocational education and training (TVET) to postgraduate-level studies. She is currently the Director of Academic Affairs at Qatar Foundation, a role in which she is dedicated to supporting comprehensive academic excellence across the eight HEIs within Education City, along with leading flagship initiatives that strive to pioneer interdisciplinary approaches, innovative pedagogical and practical evidence-based frameworks, and increased student-centricity and mobility. Samah was the Founding Director of Teaching, Learning, and Assessment at the Doha Institute for Graduate Studies, where she played a critical role in securing institutional accreditation from the Quality Assurance Agency (QAA). She also served as the Academic Vice President of College of the North Atlantic-Qatar, a Canadian branch campus established as Qatar's premier polytechnic institution. Samah was Senior Education Consultant with the Education Above All Foundation, where she worked towards the alleviation of barriers to access to higher education for conflict-affected youth, including an initiative to support progress towards UNSCR 2250. She maintains an Adjunct Faculty position within the Master of Public Policy program at the Doha Institute where she teaches critical pedagogies and education reform in the MENA region and has published in areas focusing on democratic governance, critical consciousness, and sociopolitical agency in higher education.

Internationalization of Higher Education in the MENA Region: A decolonial lens

This session situates the internationalization of higher education in the MENA region within a decolonial framework, critically examining how global academic flows intersect with regional educational sovereignty. While internationalization is often framed as a pathway to quality and relevance, it can simultaneously reproduce epistemic hierarchies and academic dependency.

Drawing on a range of recent scholarly work in this field, this session interrogates the dominance of Western curricular models and explores the marginalization of indigenous and regional knowledge systems in higher education reform. Participants will engage with key concepts such as academic imperialism, epistemic erasure, and decolonial praxis, with focused attention on branch campus dynamics and language politics. The session will briefly touch on strategies by which MENA institutions can reclaim curricular space through inclusive, student-centered frameworks that are both globally attuned and locally anchored.

Eid Mohamed

Assistant professor at the Department of English Literature and Linguistics at the College of Arts and Sciences at Qatar University. He got his PhD from George Washington University in American Studies. Mohamed's work is located at the crossroads of several areas of inquiry in US-Middle encounters in literary, media and cultural studies. His publications include a sole-authored book on the role of Egyptian cultural and literary producers in mediating critiques of the US power and how one can historicize the Egyptian responses to power as well as the hopes and despairs of the Obama presidency and the Arab Spring (Arab Occidentalism, I.B. Tauris, 2015; and a new paperback edition in 2017). Mohamed has published several articles in academic journals including Journal of Cultural Analytics, New Media and Society, International Journal of Cultural Studies, Journal of Arabic Literature, Journal of Refugee Studies, and Refuge: Canada's Journal on Refugees.

Occidentalist Mapping: Arab Spring and Self-Subversive Representation of the Other

This talk will address Occidentalism, not only as a means of deconstructing Orientalist misconceptions about the East or even of writing back to the empire, but also within the process of regaining self-validation and self-assertion or retrieving an autonomous agency that allows for proper and independent construction and development of Eastern, Arab identity.

Ismail Nashef

Associate professor in the Anthropology and Sociology program at the Doha Institute for Graduate Studies. He has held academic positions at various universities in the Arab world and beyond. In addition to his academic career, he is a literary and art critic, as well as a curator. He has initiated and participated in numerous cultural and academic projects both within academia and in broader cultural spheres. His research focuses on materiality, language, and ideology, exploring how these themes manifest and are expressed in literature and visual arts. His current research examines visual arts and literature in colonial contexts, with a particular emphasis on Arab Islamic societies in general and Palestinian society in particular. His publications include: A Language of One's Own: Literary Arabic, the Palestinians, and Israel (2023); Ruins: Expressing al-Nakbah (2019); Arabic: A Story of a Colonial Mask (2018); June's Childhood: Dar al-Fata al-Arabi and the Genres of Tragedy (2016); Images of the Palestinian Death (2015); and On Palestinian Abstraction: Zohdy Qadry and the Geometrical Melody of Late Modernism (2014).

When Language Expires: The Dialectic of Regression in the Settler-Colonial Digital Mode

The moment scenes from the funeral of Shireen Abu Akleh (May 13, 2022) were live-streamed, viewers around the world were left speechless. Something about the acts and gestures of the Israeli forces, ruthlessly attacking the casket and the corpse it carried, was incomprehensible to the ordinary viewer, regardless of their political or cultural context. This moment of speechlessness, and by extension, the inability of language to anchor itself in the unfolding lived reality, has been endlessly repeated, and continues to be, in the war on Gaza and the ongoing genocide. One could argue that this failure of language is among the defining features of the apocalyptic conditions endured by Palestinians since October 7, 2023. While the transformation in the positionality and function of language is most striking in the current Palestinian context, the conditions that made it possible extend well beyond it. This presentation examines the processes that have led to the drastic reconfiguration of the roles and functions of language in the transition from print to digital

capitalism, with particular emphasis on its settler-colonial variant, using Palestine as both an example and a paradigm. Under print settler-colonial regimes, the languages of colonized peoples were consistently targeted, both erotically and violently, by the colonial apparatus. These languages were redefined, deconstructed, museumized, and, in many cases, annihilated as expressions of distinct people. Such practices were enabled by the broader conditions of print capitalism and settler colonialism, in which language was not only the dominant medium of communication but also a key marker of collective identity. One of the principals organizing logics of the print settler-colonial regime was a dual dialectic: regression for the colonized and progression for the colonizer. As such, languages of the colonized people were violently subjected to a mode of regression, brutal yet partial. With the ascendancy of digital capitalism, we argue, the possibility of a total dialectic of regression has emerged as a real and distinct option in the settler-colonial context. This transformation is rooted in the fundamental characteristics of digital capitalism: the convergence of a digitized military-economic complex (now further developed into weaponized AI) and the rise of far-right neo-fascism in the political arena. We contend that, under these conditions, the targeting of language by settler-colonial regimes is no longer directed at particular languages but at language as such. That is, spoken and written languages are no longer the dominant medium or model for communication. Instead, communication is increasingly governed by the logical-mathematical procedures that underlie digital formations, procedures owned and managed by a techno-feudal class. This presentation concludes by critically tracing the trajectories of these new positionalities and functions of language in the current Palestinian context. Based on that analysis, we reflectively explore what might constitute a communicative event in the digital mode of settler colonialism.

Larbi Sadiki

Japanese Society for the Promotion of Science (JSPS) Scholar, non-resident Senior Fellow at the Middle East Council on Global Affairs (Doha), and Toda Peace Institute Scholar (Japan). He is the author of numerous academic articles and books, including *Rethinking Arab Democratization: Elections without Democracy* (OUP, 2009), and the editor of *The Routledge Handbook of Middle East Politics: Interdisciplinary Inscriptions* (2020). He is the Editor-in-Chief of the journal *Protest* and co-author, with Layla Saleh, of the new book *Revolution and Democracy in Tunisia: A Century of Protestscapes* (Oxford University Press, 2024).

Notes on Arab Democratic Backsliding

The presentation seeks to address a key political phenomenon affecting the Arab region and the Middle East: The rise of populist and authoritarian politics. How has this phenomenon reversed democratic transition and norms? Since the 2013 coup against a democratically elected government in Egypt, the Arab region has witnessed a steady decline in democratic transition. Once celebrated for its Arab Spring democratic reforms, the region now struggles with declining democratic institutions, exclusionary politics, and crackdown on opposition and overall dissent by civil society. The cases of Tunisia and Egypt have been particularly illustrative of these backsliding trends. Experiences in neighboring countries and the Middle Eastern region, more generally, seem thus far to demonstrate the fragility of democratization processes across the board.

Film Screening and Discussion

Hollywood's Bad Ethnicities (2023)

Imed Ben Labidi

Associate professor of Media, Film, and Cultural Studies at the Doha Institute for Graduate Studies in Qatar. His research, films, and teaching examine the representation of Arabs, Islam, and Muslims in Western media, cinema, and popular discourse.

Hollywood's Bad Ethnicities (2023)

Biased portrayals of racialized communities in Hollywood films, often presented as benign fiction, reveal how cinematic representation serves as a tool of domination. This racial logic normalizes violence against marginalized men, women, and children, legitimizing oppressive methods of policing, disciplining, and even killing them. This documentary is an academic work and a visual supplement to the study Hollywood's Bad Muslims: Misrepresentations and the Channeling of Racial Violence, published in the Journal of Religion and Popular Culture.

Hollywood's Bad Ethnicities won the Best Shorts Competition award at the IndieX L.A. Film Fest in September 2023.

Trailer

https://www.youtube.com/watch?v=VfpKfyH6yDQ

Workshops and Roundtables Participants

Edwin Appah Dartey is a PhD candidate in the Department of Applied Linguistics and the African Studies Program at Pennsylvania State University, USA. His research interests include African philosophical concepts, language policy and planning, and multilingualism. He is a co-editor of Entanglements: between decolonial and Southernizing linguistics (Multilingual Matters, 2025). He is currently co-authoring (with Sinfree Makoni, Cristine Severo and Ashraf Abdelhay) a book on Decolonizing the Sociology of Language in Africa and the Diaspora (to be published by Codesria).

Abdelwahab El-Affendi has been a professor of Politics at Doha Institute for Graduate Studies since 2015. He has worked at the Centre for the Studies of Democracy, University of Westminster (1997–2015). Previously also Senior Research Associate, St Athony's, Oxford (1990), Visiting Fellow at the Christian Michelsen Institute (Norway, 1995 and 2003), Northwestern University (Chicago, 2002), and University of Cambridge (2010–20. He was a keynote speaker at universities in five continents. Research areas: democratization; mass violence and genocide; political change. Publications include Genocidal Nightmares: Narratives of Insecurity and the Logic of Mass Atrocities (ed., 2015), and After the Arab Revolutions: Decentring Democratic Transition Theory (co-editor, 2021).

Nicholas Faraclas of Romani (aka 'gypsy') and Greek descent, Dr Nicholas Faraclas is a Professor in Linguistics at the University of Puerto Rico, Rio Piedras. Having received his PhD from the University of California at Berkeley, a National Science Foundation Fellowship, and two Fulbright Fellowships, he has developed and taught a wide range of courses and published many books and numerous articles in the areas of theoretical, descriptive, socio-, and applied linguistics. Over the past four decades, he has been conducting research on postcolonial linguistics and colonial era contact languages as well as promoting community based literacy activities in the Caribbean, Latin America, Africa, Asia and the South Pacific.

Samah Abdulhafid Gamar is a seasoned higher education professional with extensive experience in education policy, program development, monitoring and assessment, and higher education quality assurance. Her career has spanned the tertiary education sector from technical and vocational education and training (TVET) to postgraduate-level studies. She is currently the Director of Academic Affairs at Qatar Foundation, a role in which she is dedicated to supporting comprehensive academic excellence across the eight HEIs within Education City, along with leading flagship initiatives that strive to pioneer interdisciplinary approaches, innovative pedagogical and practical evidence-based frameworks, and increased student-centricity and mobility. Samah was the Founding Director of Teaching, Learning, and Assessment at the Doha Institute for Graduate Studies, where she played a critical role in securing institutional accreditation from the Quality Assurance Agency (QAA). She also served as the Academic Vice President of College of the North Atlantic-Qatar, a Canadian branch campus established as Qatar's premier polytechnic institution. Samah was Senior Education Consultant with the Education Above All Foundation, where she worked towards the alleviation of barriers to access to higher education for conflict-affected youth, including an initiative to support progress towards UNSCR 2250. She maintains an Adjunct Faculty position within the Master of Public Policy program at the Doha Institute where she teaches critical pedagogies and education reform in the MENA region and has published in areas focusing on democratic governance, critical consciousness, and sociopolitical agency in higher education.

John E. Joseph is a professor of Applied Linguistics at the University of Edinburgh. His books include Language and Identity: National, Ethnic, Religious (2004), Language and Politics (2006), and Language, Mind and Body: A Conceptual History (2018), and he has edited the recently published Bloomsbury Handbook of Saussure.

Lara Stephanie Krause-Alzaidi completed her Ph.D. in African Languages at the University of Cape Town in 2020 (resulting monograph: Relanguaging Language from a South African Township School, Multilingual Matters 2021). Based on a long-term ethnographic study of English language classrooms in a South African township, this project centers South African township teachers and students as skilled (re)languagers central to the workings of South African education, and to our scholarly understanding of how language classrooms work. Since 2021, Krause-Alzaidi has been taking her skepticism of Western notions of language(s) further, investigating, from a decolonial, new materialist perspective, relationships between differently racialised bodies and Black Lives Matter protest placards in Germany. Conceptual innovation for social and epistemic justice is the motto that holds her work together. She is interested in the materiality of words in relation to different bodies, and in how understanding this relationship can help in encountering the other ethically. She currently develops a new research focus at the intersection of African Studies and Applied linguistics, centered on the potential of African language ontologies for decolonising classrooms and scholarship.

Sinfree Makoni was born in Zimbabwe. He holds a BA in English (Hons) with a specialty in Linguistics from the University of Ghana, Legon, Accra, and a PhD in Applied Linguistics from Edinburgh University, Scotland. He taught at several universities in southern Africa, notably the University of the Western Cape, Bellville, and University of Cape Town. He was a postdoctoral Fellow at the Centre for Afro-American Studies at the University of Michigan. He is the Liberal Arts Professor of Applied Linguistics and African Studies at Pennsylvania State University. He is currently Director of African Studies at Pennsylvania State University and Professor in the Department of Applied Linguistics and the African Studies Program at Pennsylvania State University, Extraordinary Professor at University of the Western Cape and North-West University, and a Visiting Professor at Nelson Mandela University and Visiting Researcher at the University of Zululand, South Africa. He was a Carnegie Diaspora Fellow at Laikipia University, Kenya. He is a recipient of the prestigious Advanced CODESRIA Humanities Fellowship. He has published extensively in the areas of Language and Aging, Language and Security, Language Policy and Planning, Southern Epistemologies, and

Decoloniality. He has published 120 articles and book chapters and co-edited 15 books. His most recent publications include Innovations and Challenges to Applied Linguistics from the Global South (co-authored with A. Pennycook; London and New York: Routledge Press, 2020); Integrational Linguistics and Philosophy of Language in the Global South (S. Makoni, D. Verity, & A. Kaiper-Marquez, eds.; London and New York: Routledge Press, 2021); The Languaging of Higher Education in the Global South: De-Colonizing the Language of Scholarship and Pedagogy (S. Makoni, C. Severo, A. Abdelhay& A. Kapier-Marquez, eds.; London and New York: Routledge Press, 2022); Language in the Global Souths S. Makoni, A., Kaiper-Marquez, & L. Mokwena, eds., London and New York: Routledge Press, 2022); and Decolonial Voices, Language and Race (S. Makoni, M. Madany-Saa, B. Antia, & R. Gomez, eds., Bristol, UK: Multilingual Matters, 2022) and From Decolonial Linguistics to Southern Sociolinguistics, Deumert, & S.Makoni,(eds) Multilingual Matters, 2023 He is the architect of the African Studies Global Virtual Forum, which seeks to engage scholars in both the Global North and Global South. The Global Virtual Forum hosted its inaugural School at Nelson Mandela University in July 2023 and is organized jointly by the Pennsylvania State University and the University of Connecticut. He is also co-editor of the new Multilingual Matters book series Global Forum on Southern Epistemologies. He currently serves as co-editor of the Journal of Applied Linguistics.

Ismail Nashef Associate professor in the Anthropology and Sociology program at the Doha Institute for Graduate Studies. He has held academic positions at various universities in the Arab world and beyond. In addition to his academic career, he is a literary and art critic, as well as a curator. He has initiated and participated in numerous cultural and academic projects both within academia and in broader cultural spheres. His research focuses on materiality, language, and ideology, exploring how these themes manifest and are expressed in literature and visual arts. His current research examines visual arts and literature in colonial contexts, with a particular emphasis on Arab Islamic societies in general and Palestinian society in particular. His publications include: A Language of One's Own: Literary Arabic, the Palestinians, and Israel (2023); Ruins: Expressing al-Nakbah (2019); Arabic: A Story of a Colonial Mask (2018); June's Childhood: Dar al-Fata al-Arabi and the Genres of Tragedy (2016); Images of the Palestinian Death (2015); and On Palestinian Abstraction: Zohdy Qadry and the Geometrical Melody of Late Modernism (2014).

Mama Adobea Nii-Owoo Postdoctoral Researcher at McGill University's Department of Integrated Studies in Education, specializing in policies and practices around multilingual education, teacher education and comparative international and development education. Her work addresses the complexities and challenges of teaching literacy and language to multilingual learners who speak and write in both English and African languages. Her scholarship includes the co-authored book, Centering Multilingual Learners and Countering Raciolinguistic Ideologies in Teacher Education: Principles, Policies and Practices (Multilingual Matters), a chapter in the Handbook of Language and the Global South, and articles in peer-reviewed journals such as TESL Canada, OLBI Journal, and the International Journal of Qualitative Methods. Mama researches across multiple modalities, and her research is also featured in the documentary film, No Vernacular! which explores African multilingualism and language policy in Ghana.

Ike Desmond Odugu is Professor of Education and the chair of Education at Lake Forest College. He holds a Ph.D. in Comparative and International Education from Loyola University Chicago. In addition to his research on linguistic processes, education, and social change in the Global South, as well as race, space, and education in the United States, he explores the history and historiography of education in the African context. His interest spans epistemic reconsiderations of colonial education historiography, oral history, and indigenous African educational processes prior to and since colonial encounters. He is also the director of the International Network for Action Research on Education, Language, and Society (INARELS).

Lynn Mario Menezes de Souza is Professor of Language Studies at the Modern Languages department of the University of São Paulo, Brazil where he engages in and supervises post-graduate research in applied linguistics and semiotics, language policy, literacy studies, racism, decoloniality and interculturality.

Chidi Ugwu is Professor of health anthropology. He has taught anthropology and social research methods at the University of Nigeria, Nsukka, since 2011 and guest-lectured in the University of Melbourne's School of Population and Global Health from 2017 to 2023. His research interests circulate around epistemic and power asymmetries; and, to highlight these, he explores public health, politics and religion. His research has been supported by the American Council of Learned Societies, the Werner-Gren Foundation, International Development Research Center, U.S. National Institute of Health, Harvard Radcliffe Institute, and has been published in Ikenga Journal of the Institute of African Studies, American Anthropologist, Africa Spectrum, Ethnography, Journal of Asian and African Studies, The Lancet, The Qualitative Report and World Archaeology. He sits on the advisory boards of the Harvard Radcliffe Institute and the UK Public Health Rapid Support Team.

The Moderation Team

Ashraf Abdelhay holds a PhD in the field of sociolinguistics from the University of Edinburgh. He works for the Doha Institute for Graduate Studies (Qatar) as an Associate Professor in the programme of Linguistics and Arabic Lexicography. He has published a number of articles in peer reviewed journals and has co-edited some books in the field of decolonial sociolinguistics, language policy, and language and conflict. Among the projects he is working on now are The Sociolinguistics of Protesting (co-edited with Sinfree Makoni and Cristine Severo, two volumes to be published with De Gruyter), and a co-authored book (with Sinfree Makoni, Cristine Severo and Edwin Dartey) on Decolonizing the Sociology of Language in Africa and the Diaspora (to be published by Codesria). He serves in the editorial boards of some peer-reviewed journals in the field including the International Journal of the Sociology of Language, Language Policy, and Applied Linguistics.

Diaa Abdelmobdy is an independent researcher. He worked as a PhD Fellow at the University of Copenhagen within the research project "Ambiguity and Precision in the Qur'an". Diaa studied Arabic Language and Literature at Cairo University. His research focuses on Rhetoric, Discourse analysis, Qur'anic Studies, Persuasion, and Semantics. Diaa has published various academic articles (in Arabic and English) in Qur'anic Stylistics, Semantic Ambiguity, and Qur'anic Exegesis. He also worked as a co-editor of "Khitabat" journal (a journal of Arabic Discourse Studies). Diaa is currently working on a research project investigating the rhetorical aspects of the Qur'anic discourse.

Emad Abdul-latif is Professor of rhetoric and discourse analysis at Qatar University. He studied Arabic rhetoric and political discourse analysis at Cairo University (Egypt) and Lancaster University (England). He is the Editor-in-Chief of "*Khitabat*" Journal and the founder of *'Balaghat Al-Jumhour'* a discipline interested in the rhetorical empowerment of audiences. His recently published books are (The New Arabic Rhetoric: Paths and Approaches, 2021) and (Political Discourse Analysis: Rhetoric, Power and Resistance, 2019).

Mustafa Ahmed is a sociolinguistics researcher with a strong interest in language policy, identity, and postcolonial language education in multilingual contexts. His academic background combines linguistics and Arabic lexicography, and his recent work focuses on managing linguistic diversity in Sudan and South Sudan using critical and comparative approaches. He engages with theoretical frameworks such as Bourdieu's linguistic capital, critical discourse analysis, and decolonial language planning. He is particularly interested in challenging native-speakerism and promoting linguistic justice in language teaching. My work bridges academic research with community-based initiatives that empower local voices and advocate for inclusive, emancipatory language education.

Hamid E. Ali Professor of Economics and Public Policy at the Doha Institute for Graduate Studies (DI), where he served as Dean of the School of Economics, Administration, and Public Policy from 2020 to 2023. His recent co-edited books include Natural Resources, Inequality, and Conflict and Institutional Reforms, Governance, and Service Delivery in the Global South. He has authored and co-authored numerous articles in leading scholarly journals, including Public Administration Review, Peace Research, Food Policy, Publius: The Journal of Federalism, Policy and Politics, Defense and Peace Economics, International Journal of Public Administration, and Public

Administration and Development. Ali has also served on the editorial boards of various academic journals. Notably, he contributed a chapter to Contemporary Issues in Microeconomics, edited by Nobel Laureate Joseph Stiglitz and Martin Guzman. He is a member of the Task Force of the UN Department of Economic and Social Affairs (UN DESA)/IASIA and serves on the IASIA Board of Management. Previously, he was President of the Association of Middle Eastern Public Policy and Administration. Currently, he is the Acting Chair of the International Commission on the Accreditation of Public Administration and Training Programs (ICAPA) and an active member of the NASPAA Diversity and Social Equality Committee. He worked as policy analyst at the U.S. Government Accountability Office (GAO), where he contributed significantly to reports for U.S. congressional committees.

Özge Deniz completed her B.A. and M.A. in English Language Education at Bogazici University, Istanbul, Turkey. She is currently pursuing a dual title Ph.D. in Applied Linguistics and African Studies at the Pennsylvania State University. Prior to her doctoral studies, she taught English and worked as a curriculum coordinator at the tertiary level in Istanbul. She has also taught Turkish to various immigrant communities in the city. Her research explores multilingualism and the politics of South-South mobilities through ethnographic lenses, with a particular focus on African international student mobility to Turkish higher education.

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Chanel van der Merwe is a lecturer in linguistics and applied linguistics at Nelson Mandela University, and a doctoral candidate at University of Cape Town. Her research interests include the African university, language policy, multilingualism, feminist and southern epistemologies.

Chanel is a member of the Nelson Mandela University Language Working Group, and is responsible for the drafting, consulting, and implementing of the language policy. She is an organizing team member of the Global Virtual Forum hosted by the African Studies Centre at Penn State University under the leadership of Professor Sinfree Makoni. In July 2024, Chanel chaired the inaugural Global Southern Forum conference hosted by Nelson Mandela University, Penn State University, and University of Connecticut. She is a recipient of multiple international and national funding for her postgraduate studies. Her most recent publications include a forthcoming co-edited book with Sinfree Makoni titled Decolonial Options in Higher Education: Cracks and Fissures published by Multilingual Matters.

Alaa Mohamed is a data analyst and researcher with a background in public administration and data science. She recently completed a Master of Public Administration at the Doha Institute for Graduate Studies in Qatar, after earning a Bachelor of Science in Data Science from the University of Iowa in the United States. Her research experience spans academic and clinical fields, including work on transcranial magnetic stimulation and statistical modeling of cognitive effects in cancer patients. Her current focus is on using statistical tools to solve practical challenges in public service.

Phoebe Quaynor is a Postdoctoral Scholar at the Pennsylvania State University's Africana Research Center and African Studies Program. Her research examines multilingualism in the Global South, specifically focusing on how enduring hegemonic influences manifest within current teacher language practices and educational policy. Through this work, she aims to collaborate with teachers, empowering them as original educators—rather than mere policy implementers—to foster their self-determination and innovate within the constraints of postcolonial language policies.

Juvaid Hasan Shakir Pursued bachelor's in Arabic Language and Literature from the Islamic University of Madinah and Master's in Linguistics and Arabic Lexicography from Doha Institute for Graduate Studies. His research interests are linguistic, pragmatics, medieval Islamic pragmatics, lexicology, cognitive linguistics etc. He worked as research assistant at Doha historical dictionary and as coordinator of Arabic club for languages and communication. His master's thesis entitled: The principle of immediacy in Islamic legal theory: A cogni-pragmatic approach.

Michael Scott is a retired humanitarian aid worker and health educator, Arabic/Farsi/Urdu/French - English translator, and language learning enthusiast. He is currently enjoying the exploration of languages and food cultures he encounters among patients and co-workers in a busy Portland Maine hospital, which nourishes his appreciative engagement with the Global Virtual Forum for African Studies. His language work has been predominantly in literary and social science translation and Teaching Arabic as a Foreign Language.

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