IADA 2019

MILWAUKEE, WISCONSIN, USA | JULY 24-27, 2019

UNIVERSITY of WISCONSIN
UW MILWAUKEE

UNIVERSITY OF WISCONSIN
PARKSIDE

Colleagues:

Welcome to the 2019 International Association for Dialogue Analysis conference. On behalf of all the event partners and the learning community at the University of Wisconsin-Parkside, I know you will find your time in Milwaukee to be worthwhile and the conference will bring new ideas and perspectives to your research and teaching.

The importance of dialogue is at the forefront of news and commentary around the globe. During the conference you'll explore conditions that permit and facilitate dialogue, along with issues addressing dialogue in contexts related to politics, culture, the environment, and technology.

Throughout higher education we hear the message of organizations seeking talent, and of the need for civic engagement. Graduates must possess the skills which allow them to effectively communicate with diverse audiences across myriad topics. We are pleased to support your scholarly work that provides valuable insight on dialogue.

If your time in southeast Wisconsin allows, you are cordially invited to visit the UW-Parkside campus, located 30 miles south of Milwaukee in the village of Somers. You'll find directions on our website **www.uwp.edu**.

Enjoy the 2019 International Association for Dialogue Analysis conference, and thank you for your efforts to bring new levels of education and understanding to our society.
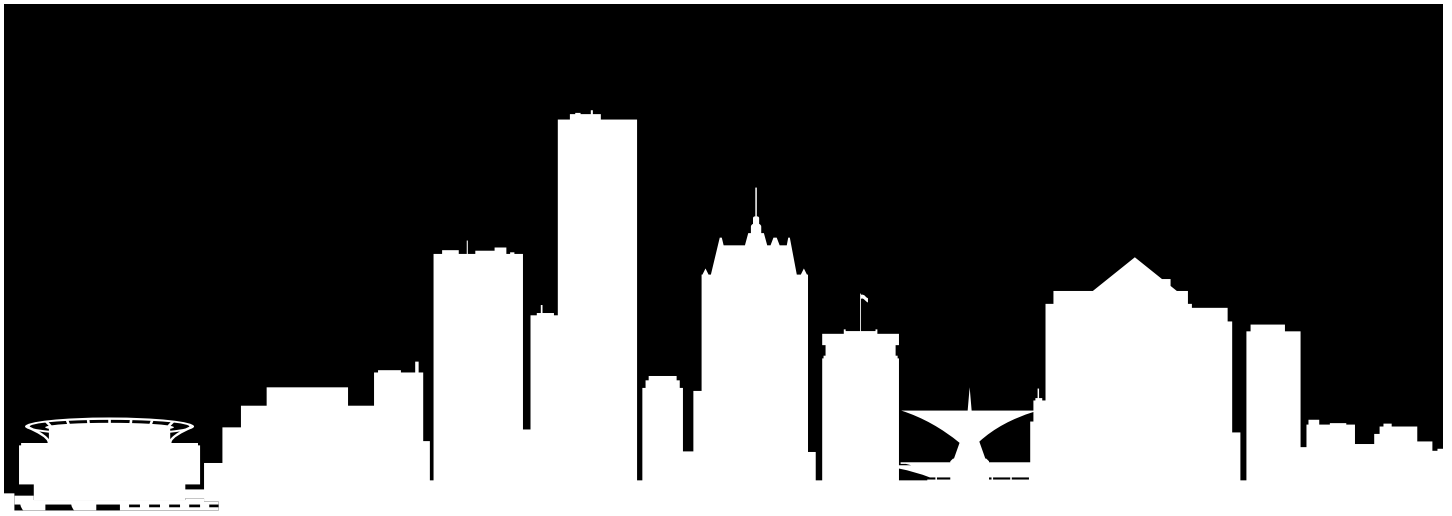

Regards,

Debbie Ford
Chancellor
University of Wisconsin-Parkside

MILWAUKEE, WISCONSIN, USA

IADA 2019

Dialogic Matters: Social and Material Challenges for Dialogue in the 21st Century

SCHEDULE

Wednesday, July 24

Fireside Lounge in Union, UW-Milwaukee campus

15:30-16:30   Registration pick-up

16:30-17:00   Opening Meeting
Welcoming remarks & conference preview

17:00-18:00   **KEYNOTE ADDRESS | *Grounded Practical Theory in Dialogue Studies***
ROBERT T. CRAIG, University of Colorado, USA
Introduced by THERESA CASTOR, University of Wisconsin-Parkside, USA

18:00-19:30   Opening Reception

Thursday, July 25

UWM School of Continuing Education Conference Center, Downtown Milwaukee

8:30-9:45   **CONCURRENT PANELS 1 & 2**

PANEL 1 | *Dialogue in Conflict*

Room 7220

Chair: JONATHAN SHAILOR, University of Wisconsin-Parkside, USA

Implied vs. Actual Dialogue Models: Training Texts vs. Small Claims Court Practice

KAREN TRACY, University of Colorado Boulder, USA

ROBERT T. CRAIG, University of Colorado Boulder, USA

Putting Words in People's Mouths: A Ventriloquial Analysis of Conflict Mediation

FRANÇOIS COOREN, Université de Montréal, CANADA

BORIS H.J.M. BRUMMANS, Université de Montréal, CANADA

LISE HIGHAM, Université de Montréal, CANADA

Dialogue, Carceral Spaces and Materiality: Conflict, Correctional Facilities, and Possibilities (Virtual presentation)

KARL HAASE, University of Utah, USA

PANEL 2 | Mediated Dialogue in Diverse Places and Spaces

Room 7230

Chair: ADRIENNE VIRAMONTES, University of Wisconsin-Parkside, USA

Dialogue and Power in a Social Networking on the Web: Russian Case
MARIA PILGUN, Russian Academy of Sciences, RUSSIA

Teachers as Pedagogical Media: A Ventriloquial Analysis of Affect in the Online Classroom

JEAN SALUDADEZ, University of the Philippines Open University, PHILIPPINES

Technology, Discourse and Meaning: The Aesthetic Proposal in a Music Electronic Festival: EDC Mexico Stages (Virtual presentation)

CITLALY CAMPOS, National Autonomous University of Mexico, MEXICO

9:45-10:00   **Snack Break**

10:00-11:00 **KEYNOTE ADDRESS** ❘ *Reversing the Hypothesis: What if Things Were Dialogic Matters?*

Room 7220

LETIZIA CARONIA, University of Bologna, ITALY

Introduced by François Cooren, Université de Montréal, CANADA

11:00-12:00 **PANEL** ❘ *Dialogues in and of Crisis: Discourse Analysis When Dialogue Matters*

Room 7220

Chair: MARIAELENA BARTESAGHI, University of South Florida, USA

The Trump-Macron Handshake, or the Body In/As Crisis

MARIAELENA BARTESAGHI, University of South Florida, USA

A Crisis of Race Relations: On Dislocating a Riot

THERESA R. CASTOR, University of Wisconsin-Parkside, USA

Hashtagging the U.S. Healthcare Crisis

JESSICA HUGHES, Millersville University, USA

12:00-13:15 **Lunch** ❘ East End Cafe

13:15-14:15 **CONCURRENT PANELS 3 & 4**

PANEL 3 ❘ *Dialogue and Authority in Challenging Interactions*

Room 7230

Chair: JEAN SALUDADEZ, University of the Philippines Open University, PHILIPPINES

Authority as Framing: An Approach to Conversational Analysis

MATTHIEU BALAY, Université de Montréal, CANADA

Using Conversation Analysis to Investigate Person-Centred Planning in the Residential Care of Older People

DANIEL LOMBARD, University of Bristol, UNITED KINGDOM

Between a Rock and a Hard Place: Dealing with External Failure within a Therapeutic Interaction

GONEN DORI-HACOHEN, University of Massachusetts at Amherst, USA

BRACHA NIR, University of Haifa, ISRAEL

Facilitating Community Dialogue and Influencing Communication Codes: Exploring Possibilities in One U.S. American Community

NATALIE DOLLAR, Oregon State University-Cascades, USA

Some Challenges of Interdisciplinarity: Working with Different Experts in Adaptation to Climate Change Stakeholders Teams

ALAIN LÉTOURNEAU, Université de Sherbrooke, CANADA

Dialogical Approach to a Highly Controlled Discourse: The Case of Accountants Referring to Their Experience in an International Audit Firm

MARIE CARCASSONNE, Paris Dauphine PSL University, FRANCE

14:15-14:30   **Snack Break**

14:30-15:30   **PANEL** | *Types of Listening as Constitutive Phenomena of Dialogue: A Survey of Listening Scholarship Workshop* (Part 1)
Room 7220
Facilitators: ELIZABETH PARKS, Colorado State University, USA, and
DAVID BEARD, University of Minnesota Duluth, USA

15:30-15:45   **Break**

15:45-17:00   **PANEL** | *Types of Listening as Constitutive Phenomena of Dialogue: Presentations and Discussion* (Part 2)
Room 7220
Chair: ELIZABETH PARKS, Colorado State University, USA

Dialogic Listening
ELIZABETH PARKS, Colorado State University, USA

Acousmatic Listening
DAVID BEARD, University of Minnesota Duluth, USA

Radical Listening
ANJULI BREKKE, University of Washington, USA

Existential Listening
JANETA TANSEY, Virtue Medicine, PC, USA

Narrative Listening
PRESTON CARMACK, Duquesne University, USA

Friday, July 26

UW-Milwaukee School of Continuing Education Conference Center, Downtown Milwaukee

8:30-9:45   **CONCURRENT PANELS 5 & 6**

PANEL 5 | *Mediated Dialogues in Education and Medical Contexts: Implications for Identity, Agency, and Power*
Room 7230
Chair: MICHAEL ALLEN, University of Wisconsin-Milwaukee, USA

"A Line I Don't Cross": A CDA/ CAD Approach to Teacher Identity Construction
JILL HALLETT, Northeastern Illinois University, USA

The Agency of Things: Parent-Assisted Homework as a Situated and Socio-Material Learning Interaction
VITTORIA COLLA, University of Bologna, ITALY
LETIZIA CARONIA, University of Bologna, ITALY
IVANA BOLOGNESI, University of Bologna, ITALY

Perpetuating Ableist Discourse through Complaints about New Communication Technologies
ELIZABETH PARKS, Colorado State University, USA
JESSICA ROBLES, Loughborough University, UNITED KINGDOM

PANEL 6 | *Between a Rock and a Hard Place: Dialogue and Social Conflict*
Room 7220
Chair: KAREN TRACY, University of Colorado Boulder, USA

Talking Stones: How Dialogue Transforms Social Reality
JO KATAMBWE, University of Quebec at Trois-Rivieres, CANADA

Being/Becoming Intellectuals: Subject Matter and Being Together Through Ventriloquizing—Dialogic Connection and Civic Participation in Taiwan's Sunflower Movement

HUEY-RONG CHEN, Chinese Culture University, TAIWAN

Dialogue between Smart Education and Classical Education (Virtual presentation)

SETLANA SHARONOVA, RUDN University, RUSSIA

ELENA AVDEEVA, The Russian Presidential Academy of National Economy and Public Administration, RUSSIA

9:45-10:00   **Snack Break**

10:00-11:00   **Business Meeting** | Room 7220

11:00-11:15   **Break**

11:15-12:15   **CONCURRENT PANELS 7 & 8**

PANEL 7 | *Relational and Othering Dialogues*
Room 7230
Chair: HUEY-RONG CHEN, Chinese Culture University, TAIWAN

Amos Oz in A Tale of Love and Darkness: An Anachronistic Voice for a Dialogue with the Palestinian Other

IBRAHIM A. EL-HUSSARI, Lebanese American University, LEBANON

'The Best Way to Make Them Drop this Nasty Habit': English Language Dialogues in a Soviet Textbook

RICHARD HALLETT, Northeastern Illinois University, USA

Bateson's Dialogic Pragmatics: The Relational Nature of Learning and Knowledge

RONALD C. ARNETT, Duquesne University, USA

PANEL 8 | *Dialogue as a Matter of Concern in Therapeutic and Medical Contexts*
Room 7220
Chair: LETIZIA CARONIA, University of Bologna, ITALY

On the Way to Post-Human Matters of Concern, Don't Skip Creative Agency and Intercontextuality

HEIDI MULLER, University of Northern Colorado, USA

The Convoluted Discourse of Conversion Therapy

MICHAEL ALLEN, University of Wisconsin-Milwaukee, USA

ARRINGTON STOLL, Central Washington University, USA

"For Your Comfort and Privacy": Communication Skills Training with Standardized Patients

GRACE PETERS, University of South Florida, USA

12:15-13:30   **Lunch** | East End Cafe

13:30-14:45   **PANEL** | *Doing it Dialogically: Dialogic Aspects of Public Discourse in Israel* (Part 1)

Room 7220

Chair: ELDA WEIZMAN, Bar-Ilan University, ISRAEL

Towards a Speech Genre: Preliminary Remarks on Mr. Khatib's East Jerusalem Dialogic Sermons

CHAIM NOY, Bar-Ilan University, ISRAEL

Dialogic and Non-Dialogic Discourse of the Arab-Other in Israeli Public Sphere

GONEN DORI-HACOHEN, University of Massachusetts, USA

Multimodal Ironic Echoing as a Critical Tool in Self-presentation of People with Disabilities

AYELET KOHN, David Yellin College of Education, ISRAEL

14:45-15:00   **Snack Break**

15:00-16:45   **PANEL** | *Doing it Dialogically: Dialogic Aspects of Public Discourse in Israel*, (Part 2)

Room 7220

Chair: ELDA WEIZMAN, Bar-Ilan University, ISRAEL

Constructing Authority, Conducting a Dialogue: References to the Jewish Canon in the Late 19th Century Hebrew

MIRI COHEN AHDUT, Ben Gurion University of the Negev, ISRAEL

Irony and Humor in a Facebook Dialogue with a Controversial Politician
GALIA HIRSCH, Bar-Ilan University, ISRAEL

'Like Everyone Else in the Nation, I Was Also Moved: Reinforcing Solidarity in PM Netanyahu's Hebrew'
ZOHAR LIVNAT, Bar-Ilan University, ISRAEL
Discussant: FRANÇOIS COOREN, Université de Montréal, CANADA

18:00   **Business Dinner** | Rock Bottom Brewery, 740 North Plankinton Avenue
Introduction and Discussion with Executive Board

Saturday, July 27
UW-Milwaukee School of Continuing Education Conference Center, Downtown Milwaukee

9:30-10:30   **PANEL** | *#MeToo: Using Intersectionality and Dialogic Analysis to Extend a Social Movement*
Room 7220
Chair: LINDA CRAFTON, University of Wisconsin-Parkside, USA

Self-Identified Male Feminists: Sharing Power and Resisting Hegemonic Masculinity
LINDA CRAFTON, University of Wisconsin-Parkside, USA

#MeToo & Race: Different Dialogues on Mainstream Media and Twitter
JACQUELYN ARCY, University of Wisconsin-Parkside, USA

Extending a Social Movement: The Experiences of Women with Disabilities and the Underrepresentation of Voice in #MeToo
LAUREL MARCINKUS, University of Wisconsin-Parkside, USA

10:30-11:30   **KEYNOTE ADDRESS** | *Visualizing Agencies in Career Formation*
Room 7220
PATRICE BUZZANELL, University of South Florida, USA
Introduced by MICHAEL ALLEN, University of Wisconsin-Milwaukee, USA

11:30-12:00   Closing
Room 7220

ABSTRACTS

*Full-length abstracts available online at **uwp.edu/IADA2019***

PP001

Technology, Discourse and Meaning: The Aesthetic Proposal in a Music Electronic Festival: EDC Mexico Stages

CITLALY CAMPOS, National Autonomous University of Mexico, MEXICO

All human experience is aesthetic. Aesthetic allows to create representations and generate a communicative experience. Following these dissertations, the next question arises: Musical festival stages, like the Mexican edition of the Electric Daisy Carnival (EDC) festival, thanks to its technological structure can generate a certain experience in the audience that goes beyond the mere contemplative enjoyment and becomes active agents that establish significant practice in a complex discourse full of continuous semiosis. The current relationship of the human being with technology, space and materiality has a dynamic character that fosters a dialogue that reflects specific cultural conditions and life practices.

PP003

Bateson's Dialogic Pragmatics: The Relational Nature of Learning and Knowledge

RONALD C. ARNETT, Duquesne University, USA

Gregory Bateson's work was contextually broad, covering interpersonal, group culture, and animal contexts. His influence upon the field of communication was profound (Fisher, 1982). There is no linearity in any model or concept provided by Gregory Bateson. Rejecting the presupposition of movement from one sequential issue to another, Bateson engaged in an evolutionary way of thinking that embraced unpredictability and rejected simplistic conceptions of causality. His work pivoted around several key themes: (1) the human being is first and foremost a social actor; (2) reality does not just come to us, but emerges through enactment; and (3) relationship is the hub and fulcrum point of communication.

PP004

Dialogue and Power in a Social Networking on the Web: Russian Case

MARIA PILGUN, Russian Academy of Sciences, RUSSIA

The article is dedicated to the analysis of the dialogue and power in   Russian-speaking social networkings on the web. The research method: psycholinguistic multimodal analysis of web content. Tools: TextAnalyst 2.0, Automap, Gephi. The empirical bases: active actors of social networks VKontakte, Facebook. Conclusions: The transition to dialogue is the main task of the modern Russian virtual community. It is necessary to reduce the level of aggression, abandon the manipulative strategy, revive the ability and desire to use the technology of dialogue by all participants of interaction in the media landscape.

PP005

Dialogue between Smart Education and Classical Education

SETLANA SHARONOVA, Peoples' Friendship University of Russia, RUSSIA

ELENA AVDEEVA, Peoples' Friendship University of Russia, RUSSIA

Paradigmatic changes in education arise as a result of the emergence of a fundamentally new reality in society. The development of IT technologies is the basis of the new reality. Together with their development, society has passed several stages and is on the threshold of Smart society. These transformations of reality have been occurring so quickly that the Institute of education doesn't have time to be realized in this new space. The aim of the study is to show the fundamental paradigm differences between classical education and smart education, and to build a bridge of dialogue between these two paradigms.

PP006

Putting Words in People's Mouths: A Ventriloquial Analysis of Conflict Mediation

FRANÇOIS COOREN, Université de Montréal, CANADA

BORIS H.J.M. BRUMMANS, Université de Montréal, CANADA

LISE HIGHAM, Université de Montréal, CANADA

This paper shows how interacting leads us to evaluate what becomes of our words in our interlocutor's mouths. Interacting is therefore an activity by which we discover what our interlocutors are making us say or how we come across through their reactions to what we are telling them. This phenomenon is especially important in mediation contexts, because a key part of the mediator's job is to create at least a condition of mutual understanding—a condition that could be reinterpreted as a form of reciprocal ventriloquism. If the mediation is successful, each party should be able to ventriloquize the other faithfully; that is, make him or her say things that the latter is minimally comfortable with.

PP007

Amos Oz in A Tale of Love and Darkness: An Anachronistic Voice for a Dialogue with the Palestinian Other

IBRAHIM A. EL-HUSSARI, Lebanese American University, LEBANON

This paper looks at the significance of the call for a dialogue underlying Amos Oz's autobiographical novel A Tale of Love and Darkness. Oz, a widely-read Jewish Israeli novelist and a prominent peace activist, depicts the Arab Palestinian under Israeli occupation as a victim. He also reintroduces himself as a new, unorthodox Jew who speaks regretfully of his experience in the context of the Arab-Jewish blood-stained struggle over Palestine. This paper, in particular, approaches the serious but muffled voice of the narrator seeking forgiveness and a way out from the dark impasse entangling the Arabs and the Jews who have been fighting over the property of the holy land for almost a century...

PP008

The Agency of Things: Parent-Assisted Homework as a Situated and Socio-Material Learning Interaction

VITTORIA COLLA, University of Bologna, ITALY

LETIZIA CARONIA, University of Bologna, ITALY

IVANA BOLOGNESI, University of Bologna, ITALY

Observing communication from "the side of things", this paper illustrates parent-assisted homework as a situated learning activity accomplished through, and mediated by, multiple and heterogeneous socio-material resources. Adopting a CA-informed approach, the analysis of video-recorded homework interactions illustrates how the performativity of things (i.e. what they do and make people do) is presupposed and exploited by the participants in the learning interaction. The constitutive role of things in the homework interactional scene raises a socio-pedagogical issue concerning the cultural capital embedded in the learning environment, as well as the parents' related competence in exploiting it in alignment with the school culture.

PP009

Some Challenges of Interdisciplinarity. Working with Different Experts in Adaptation to Climate Change Stakeholders Teams

ALAIN LÉTOURNEAU, Université de Sherbrooke, CANADA

Discussion about the challenges of interdisciplinarity (Thompson-Klein, 1990, 2000, 2010) and interprofessionality are continuing; some terminological precisions will be offered. But the main goal is to reflect on issues of dialogue as documented in a meeting held during an ongoing research-action project, in adaptation to climate change in the MRC Memphrémagog, Québec. Three points to be kept together will be looked at: the value of the recognition of practical expertise on the field, the selection issues that come with providing relevant scientific information and the emergence of complexity awareness among actors and researchers in the process of dialogue.

PP010

Talking Stones: How Dialogue Transforms Social Reality

JO KATAMBWE, University of Quebec at Trois-Rivieres, CANADA

Is a "wall", as a predicate, the same wall that the name designates, although it may refer, with the same name, to different content or definitions and identifications in different contexts? Or is a wall no longer the same wall that a name designates from the moment its content changes despite an identical name in all contexts where that name is used? This question raises another question which is that of the status of objects or things designated by a name. What are objects? Research admits that the objects that make up our reality can be transformed, and with them the reality they are helping to socially construct...

PP011

On the Way to Post-Human Matters of Concern, Don't Skip Creative Agency and Intercontextuality

HEIDI MULLER, University of Northern Colorado, USA

As we move toward contemplating and working on the material conditions around the post-human, it is imperative to pause and take an accounting of any aspects of naturally-occurring fully embodied human interaction that are still underexplored and underemployed. Developmentally doing so is a healthy undertaking for in lived reality inter-individuality and other complex approaches to self can get people in "over their heads" (Keagan, 1998). Though critiquing existing assumptions that are associated with specific lines of thought is an essential move in expanding practically useful understanding, it does not take a perspective from outside our contemporary humanity to ask the question, are there aspects of our human interaction that are yet be brought into the conversation?

PP012

Dialogue, Carceral Spaces and Materiality: Conflict, Correctional Facilities, and Possibilities (Virtual presentation)

KARL HAASE, University of Utah, USA

This project is focused on the possibilities of dialogue in correctional settings, initially local/county jails, and the material/symbolic constraints on processes of engagement. In an environment founded in material constraint, and premised on compulsion and force, what are the possibilities that exist for dialogic exchange? Is seems to be a foregone conclusion that correctional settings (carceral spaces) are saturated by conflict (interpersonal conflict, personal conflict, conflicting emotions, conflicts over space, violent conflict) and are populated by stories connected to conflict and violence. So there are two general lines of inquiry here: the possibilities of dialogue with respect to the material/symbolic environment; and the relationship between the material and the symbolic in conflict/violence.

PP013

Between a Rock and a Hard Place: Dealing with External Failure within a Therapeutic Interaction

GONEN DORI-HACOHEN, University of Massachusetts at Amherst, USA

BRACHA NIR, University of Haifa, ISRAEL

When a therapist or a care-provider interacts with a client, there is an assumption that the client will follow the care-provider's advice and instructions outside the interaction. This assumption is part of the setting of talk-in-institution (e.g., Heritage and Maynard, 2006), in which a representative of an institution, who holds professional knowledge and interactional power, works with a client to assist them in some way. Thus, doctors assume that patients will take the prescribed medication, and in our case Speech-Language therapists (SLTs) treating, for example, articulation, assume that clients will practice at home.

PP014

"For Your Comfort and Privacy": Communication Skills Training with Standardized Patients

GRACE PETERS, University of South Florida, USA

In this presentation, I explicate how communication skills are visible in the materialized relations of standardized patient practices, whereby layfolk employed and trained by medical schools perform patients and assess medical student's communication and diagnostic skills. By attending to simulated interactions, institutional documents, and evaluation forms, I demonstrate how communication skills training is a consequential dialogic practice of human and non-human agencies, as well as highlight the strategies used in simulation to make standards of communication relevant.

PP015

Authority as Framing: an Approach to Conversational Analysis

MATTHIEU BALAY, Université de Montréal, CANADA

In this paper, the author proposes a new level of authority analysis. This level focuses on the instant accomplishment of authority through the interaction. Although many contextual elements can be defined by external contingencies, the author postulates there is always a form of negotiation of the frame in an authority relationship. Indeed, when an individual suggests a frame element, his or her interlocutors have no choice but to react; they must accept or reject this framing. To support his perspective, the author proposes a specific code to identify this view of authority in interaction.

PP016

Implied vs. Actual Dialogue Models: Training Texts vs. Small Claims Court Practice

KAREN TRACY, University of Colorado Boulder, USA

ROBERT CRAIG, University of Colorado Boulder, USA

A small claims court proceeding is a speech event in which dialogue is facilitated and constrained by institutional conditions. Courts in many countries have websites seeking to inform their citizens about how to proceed. Websites about communicative encounters and the oral exchanges themselves contain implicit conceptual models of communication. Our aim in this paper is to examine the ways in which the implicit dialogue model of one court's website matches, or fails to match, what occurs in actual courtroom dialogue. Data include the court's website, 20 recorded trials, and observations of more than 100 additional trials.

PP018

Using Conversation Analysis to Investigate Person-Centred Planning in the Residential Care of Older People

DANIEL LOMBARD, University of Bristol, UNITED KINGDOM

Personalisation has been one of the most influential concepts in adult social care in Europe in the past two decades. However, there are concerns over inconsistencies in

its implementation. My PhD thesis considers one of the key aspects of the delivery of personalisation: person-centred planning. I am exploring how care professionals communicate with older people in residential care, using conversation analysis to show how much influence clients have in the process.

PP020

The Convoluted Discourse of Conversion Therapy

MICHAEL ALLEN, University of Wisconsin - Milwaukee, USA

ARRINGTON STOLL, Central Washington University, USA

Conversion therapy represents an approach at changing the sexual behavior of the person undergoing treatment. The goal involves eliminating the person's participation in same sex behavior. A successful therapy according to this view does not require changing the of the sexual orientation of the person (the person's sexual orientation can remain unchanged). The goal becomes an assessment of whether after treatment the same sex sexual interactions have ceased. Under these criteria, a bisexual would be treating to "convert" the person to same sex only behavior.

PP021

'The Best Way to Make Them Drop this Nasty Habit': English Language Dialogues in a Soviet Textbook

RICHARD HALLETT, Northeastern Illinois University, USA

Building on the author's previous examination of Soviet era English language teaching materials, this paper offers not only a critical discourse analysis (CDA) (Fairclough 1992, 1999, inter alia), but also a cultural approaches to discourse (CAD) analysis (Shi-xu 2005, 2009, 2012, 2016; see also Gavriely-Nuri 2012) of the dialogues presented in Lapidus and Shevtsova's (1968) The Way to Spoken English to demonstrate how dialogues created in English by speakers outside of the Inner Circle (Kachru 1982, 1990, 1992) can promote a communist (read: non-British and definitely non-American) ideology.

PP022

Facilitating Community Dialogue and Influencing Communication Codes: Exploring Possibilities in One U.S. American Community

NATALIE DOLLAR, Oregon State University-Cascades, USA

Situated in ethnography of communication and cultural codes theory, this study uses cultural discourse analysis (Carbaugh, 2011) to explore one community's efforts to create and sustain community dialogue. The case explored consists of a free dialogue workshop open to the community and university students. Findings include how the workshops enhanced participants' capacity for civic engagement through the building of new communication resources that express openness, presence, and awareness for other as well as through engaging dialectical tensions between U.S. American cultural values and dialogic sensibilities.

PP023

Teachers as Pedagogical Media: A Ventriloquial Analysis of Affect in the Online Classroom

JEAN SALUDADEZ, University of the Philippines Open University, PHILIPPINES

The paper intends to contribute to the understanding of the role of dialogue in transformations of identity and relationship in virtual contexts such as technology-mediated education. Informed by relational ontology that posits human beings as media through which other beings communicate, the paper focuses on affective dialogues between the teacher and the student in an open university where the two do not see each other physically and where the systematic teaching and learning is mediated by technology. The paper employs the ventriloquial approach that allows the analysis of non-human agents participating in dialogues to surface how teachers become pedagogical media and understand how the dissonant mentor-mentee relationship is created.

PP024

"A Line I Don't Cross": A CDA/ CAD Approach to Teacher Identity Construction

JILL HALLETT, Northeastern Illinois University, USA

This research examines interviews with high school teachers of minority students. It follows the CDA call to question discursive power structures (Fairclough 1992), as well as the CAD (Shi-xu 2005) call for ethnography of intercultural meaning construction. Here the interviewee socially constructs the interviewer/ researcher's identity, based on salient semiotic presentation, and accommodates to ascribed meaning of this constructed identity. The discourse presents both an etic identity construction for (non-present) students of color, and an emic identity construction for the interviewer/ researcher as a sympathizer and co-member of a group of educators replicating existing power structures (Fairclough 1992, Shi-xu 2005).

PP025

Dialogical Approach to a Highly Controlled Discourse: the Case of Accountants Referring to Their Experience in an International Audit Firm

MARIE CARCASSONNE, Paris Dauphine PSL University, FRANCE

The paper is based on a corpus of interviews collected with accountants who are currently working or have previously worked in a major international audit company (one of the Big 4). The combined approaches (dialogical, interactive and enunciative) show how a number of hard-to-live affects are being critized in a "controlled manner" within the Big Four, namely boring repetitive tasks, cold contacts with clients, stress and pressure due to managers. Collection and professional contexts are ultimately looked into in order to interpret the controlled dimension of the discourse, by linking them to the responsive dimension of dialogism.

PP026

*Being/Becoming Intellectuals: Subject Matter and Being Together Through Ventriloquizing—
Dialogic Connection and Civic Participation in Taiwan's Sunflower Movement*

HUEY-RONG CHEN, Chinese Culture University, TAIWAN

The world is simultaneously in stagnation and in crisis. Many crises are the consequences of collective inactions for too long, or the confrontations and backlashes against progressive reforms, as we can see globally the cases of climate change, of eroded democracies, of unequal distributions and concentrations of power and resources, of sovereignty and identity, of equal rights and justice.

PN001
Types of Listening as Constitutive Phenomena of Dialogue: Presentations and Discussion

Acousmatic Listening | DAVID BEARD, USA

The visual field gives us information that taints our ability to listen: "we discover that much of what we thought we were hearing was in reality only seen." Schaefer's acousmatic listening [from the Greek akousmatikoi, the students of Pythagoras who listened to his lectures through a curtain] strips away those preconceptions; it attends to sound without preconceptions of the source. Using both accounts of listening in an anechoic chamber and accounts of listening to music with unfamiliar instrumentation, we will model the process of acousmatic listening before demonstrating its power in dialogue. Acousmatic listening proposes that we listen to ourselves and others without biases about the source, therefore opening us to real communication across difference.

Radical Listening | ANHULI BREKKE, USA

Brekke's work engages with the potential of radical listening, of what it means to hold someone else's story fully and completely, to listen without formulating your response. Her work focuses on the potential of recording, editing and sharing personal stories of discrimination online. For digital storytelling to be an effective critical tool, we need to not only provide the conditions for marginalized communities to tell their stories, but also provide a structure for accountable listening. Her work analyzes the relationality of listening, how we listen, and how this listening structures affective relations across difference.

Narrative Listening | PRESTON CARMACK, USA

Using a rhetorical lens, Carmack examines narrative listening as a tool that can be used, particularly by those in high power positions, towards a creation of identification and consubstantiality with those in lower power positions. Approaching narrative listening as the act of intentionally laying aside power and humbly entering into the story of the other, Carmack provides a road map for avoiding hubris while making oneself available to the other.

Dialogic Listening | ELIZABETH PARKS, Colorado State University, USA

Parks explores the ways that approaching dialogue through dialogic listening can help constitute both more authentic dialogue and create spaces in which individuals can perform

their most authentic identities while learning and being transformed by the other. Viewing authenticity not as a pure category but rather as a negotiation of multiple intersectional and hybrid identities and horizons, Parks offers ten guidelines for good listening in dialogue that transcend cultural differences and lead to people learning more about themselves and others as they more equitably co-construct healthy dialogic space and respect evolving individual identities.

Existential Listening | JANET TANSEY, USA

From the perspective of clinical existential analysis, Tansey describes existential listening as an orientation that resists intersubjectivity as the heart of mutuality in favor of silence and an irreconcilable distance in the face of the Other. Drawing on existentialism's commitments to intrapersonal freedom and depth, as well as clinical concerns for disempowering forms of caring and mutuality, she suggests that a radical discretion in which neither speaking nor understanding is offered is as constitutive of relation as commitments to empathy. Tansey addresses the affective discomfort of this stance as a meaningful and mature aspect of ethical dialogue.

Empathic Listening | KAITLIN CANAAVA, University of Iowa, USA

PN003

Doing it Dialogically: Dialogic Aspects of Public Discourse in Israel

Towards a Speech Genre: Preliminary Remarks on Mr. Khatib's East Jerusalem Dialogic Sermons

CHAIM NOY, Bar-Ilan University, ISRAEL

The Ethnography of Communication approach is employed to study a highly localized speech event (Gumperz & Hymes, 1986; Hymes, 1974), which emerged recently as a closing communication ritual at weekly anti-Occupation demonstrations in East Jerusalem. The event lasts about ten minutes and consists of a routinized public genre of 'sermon', delivered in Hebrew by a Palestinian local resident and activist in the Sheikh Jarrah neighborhood (Mr. Saleh Diab). I examine formal and interactional characteristics, deliberating on whether and how do Diab's 'sermons' correspond with features of public discourse in Israel, and on how these sermons, which are seemingly monologic, are in effect essentially dialogic.

Dialogic and non-dialogic discourse of the Arab-Other in Israeli Public Sphere

GONEN DORI-HACOHEN, University of Massachusetts, USA

Considering the division in Israel between the Jews and the Arabs, whose voice is rare in public dialogues, the re/presenting of the "Arab-Other" in radio phone-ins and online commenting is discussed. Phone-ins presented dialogues with the "Arab-Other," who participated and were recognized via accents and positions. Since participation is unverifiable in comments, the "Arabs-Other" vanishes and becomes a pejorative. Phone-ins almost disappeared, simultaneously commenting became the participation sites, which reduced the dialogues with the "Arab-Other."

Multimodal ironic echoing as a critical tool in self-presentation of people with disabilities

AYELET KOHN, David Yellin College of Education, ISRAEL

The paper examines the contribution of multimodal ironic echoing as a rhetorical means for disabling "normal" audiences. It looks into media texts that were created by people with disabilities, all addressing the topic of disability, but not as a metaphor or a narrative prosthesis, but as a demand for recognition and equality directed at the audience, using three complementary strategies: disabling the viewers, challenging dominant aesthetic norms, and ironic echoing. The paper focuses on a one-shot video, a promotional video and a photograph. In the two latter works, which will be discussed in detail, ironic echoing is the dominant strategy.

Constructing authority, conducting a dialogue: References to the Jewish canon in the late 19th century Hebrew

MIRI COHEN AHDUT, Ben Gurion University of the Negev, ISRAEL

At the center of the presentation stand linguistic strategies for constructing authority. I will discuss an article published in Hebrew in 1895 by a Jewish educated woman. The article's author refers to texts from the Biblical and Talmudic canon to gain social authority – the legitimacy for her (and other women's) participation in the male-dominated public Hebrew discourse of the time. The analysis shows that the author does not merely accept or reject the canonical text: she disassembles and interprets it and conducts a complex dialogue with it.

Irony and humor in a Facebook dialogue with a controversial politician

GALIA HIRSCH, Bar-Ilan University, ISRAEL

This contribution discusses irony and humor in a dialogue between commentators and a controversial Israeli politician, Miri Regev, following a post on her Facebook page. My intention was to compare these ironic, humorous and direct comments in terms of both quantity and the level of adversarialness. Taking into consideration superiority theories of humor and the critical nature of irony; it was assumed that there would be a difference in the level of aggressiveness between direct and indirect reactions. So far, the main findings indicate that indirectness was used more to show criticism than support. Thus, these results support theories which address the critical nature of irony and the aggressive side of humor.

'Like everyone else in the nation, I was also moved: Reinforcing solidarity in PM Netanyahu's Hebrew'

ZOHAR LIVNAT, Bar-Ilan University, ISRAEL

Combining insights from Systemic Functional Linguistics Theory and politeness Theory, the interpersonal strand in PM Netanyahu's Hebrew speeches is exposed, highlighting strategies for establishing solidarity with the audience. These strategies foster three purposes: the forming of social bonds, the building of a consensus, and the revealing of the speaker's position. Speech acts and lexical expressions which realize 3 categories of positive politeness are analyzed: a) expressions of praise, thanks and appreciation; b) expressions of close familiarity; c) creating common ground. The analysis presents the various rhetorical strategies by which Netanyahu creates solidarity with the audience by stressing their shared emotions, values, and interests.

PN004

Dialogues in and of Crisis: Discourse Analysis When Dialogue Matters

The Trump-Macron Handshake, or the Body in/as Crisis

MARIAELENA BARTESAGHI, University of South Florida, USA

I examine the "awkward" handshake between United States President Trump and French Prime Minister Macron on May 25th 2017, which Macron himself declared a "moment of truth," as an embodied evidential of political crisis. I analyze how body language experts and political pundits read the handshake as an affective text, an interpretable of psychological make-up and (problematic) leadership qualities. I contextualize these readings in a broader literature on Trump's body as affective spectacle, to examine how crisis may be studied as awkward but telling affective display, and as authoritative dialogue about these displays.

A Crisis of Race Relations: On Dislocating a Riot

THERESA R. CASTOR, University of Wisconsin-Parkside, USA

On August 13, 2016, a 23-year old black man, Sylville Smith, was fatally shot by police in the Sherman Park neighborhood of Milwaukee leading to a series of riots. This project analyzes the dilemmas in defining crisis through the lens of Ventriloqual Theory (Cooren, 2010). Through different community member and media accounts, the crisis was materialized in different 'chains of agency' that extended beyond the immediate scene. While a crisis may be enacted locally and situated within a particular space, it is also made to matter through associations that span time (i.e., history) and space (i.e., national issues).

Hashtagging the U.S. Healthcare Crisis

JESSICA HUGHES, USA

#MedicareForAll--a proposed single-payer health insurance program that would replace private insurance in the U.S. with a national system--is currently championed by progressive politicians and supported by 70% of USAmericans (Reuters, 2018). Advocates voice support for #MedicareForAll (or #M4A) on Twitter by pointing out the material consequences of the U.S. health care crisis (Himmelstein, et al., 2018) such as deaths and bankruptcies due to lack of health insurance. While #M4A would grant millions access to health care, disabled advocates tweet that proposed plans would cause a different crisis by eliminating comprehensive coverage and expanding institutionalization for people with disabilities.

PN005

#MeToo: Using Intersectionality and Dialogic Analysis to Extend a Social Movement

Self-Identified Male Feminists: Sharing Power and Resisting Hegemonic Masculinity

LINDA CRAFTON, University of Wisconsin-Parkside, USA

 This qualitative study includes an educated sample of five white self-identified male feminists who participated in a panel designed to probe their theories and everyday practices related to feminism. Each panel member was asked two questions: 1) How do

you define feminism? 2) In what ways does feminism enter into your everyday life and relationships? Responses and interactions were analyzed using a feminist critical discourse analysis. Gee's (2005) theory of language-in-use provided the theoretical underpinnings and allowed for an exploration of participants' views towards manhood at the intersections of feminist consciousness, race, and class.

#MeToo & Race: Different Dialogues on Mainstream Media and Twitter

JACQUELYN ARCY, University of Wisconsin-Parkside, USA

In 2017, the white American actress Alyssa Milano's called for people to use the hashtag #MeToo to share their stories of sexual harassment and abuse. When mainstream media outlets picked up the story, Milano was credited with sparking the new social movement, and little attention was paid to Tarana Burke who initially launched the "me too" movement in 2006 to support young women of color who survived sexual abuse. Using discourse analysis, this presentation compares #MeToo discussions in mainstream media and Twitter to show how the racial makeup of media platforms affects coverage.

Extending a Social Movement: The Experiences of Women with Disabilities and the Underrepresentation of Voice in #MeToo

LAUREL MARCINKUS, University of Wisconsin-Parkside, USA

In 2012 Laurel Marcinkus, a disabled woman, was physically assaulted by a certified doctor while incapacitated. In 2018, Laurel joined the #MeToo population as she publicly shared her story and shed light on medical abuse. Since coming forward, Laurel's victimization has been questioned by men in healthcare. Studies show that disabled women have been underrepresented in #MeToo and many medical assaults have gone unnoticed. Following RAINN guidelines, Laurel will show how preventative measures should be integrated into public and patient dialogue to end medical assault. She will share a literature review and a dialectic analysis of interviews with survivors.

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