

Syllabus

1	Course title	Transnational and Diasporic Studies
2	Course number	2201906
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	-
5	Program title	PhD Degree in English Literature
6	Program code	2209
7	Awarding institution	The University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Level of course	First / Second Year PhD Candidates
11	Year of study and semester (s)	2024/2025, Second Semester
12	Final Qualification	PhD
13	Other department (s) involved in teaching the course	-
14	Language of Instruction	English
15	Teaching methodology	<input type="checkbox"/> Blended <input type="checkbox"/> Online <input checked="" type="checkbox"/> Face to face
16	Electronic platform(s)	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	February 2025

18 Course Coordinator:

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19 Other instructors:

Name:
Office number:-
Phone number:
Email:

20 Course Description:

This course offers an in-depth investigation of the historical, theoretical and methodological foundations of diasporic and transnational studies. A major concern of the course is how transnational and diasporic experiences, such as migration, dislocation, and exile, challenge the dominant narrative of the “nation” and offer alternative formations to nationhood. Despite its treatment of transnationalism and diaspora as contemporary phenomena in an era of increased mobility and globalization, the course reveals how national paradigms and borders have always been traversed and destabilized by border-crossing activities. Therefore, students shall examine the historical and contemporary movements of peoples and the complex issues of identity and experience to which these processes give rise. Rethinking fixed notions of place, territory, belonging, ethnicity, language, culture, and memory, form a major part of the subject matter of “Transnational and Diaspora Studies.” Theoretical and critical approaches employed in this course may include: border theory, postcolonialism, cosmopolitanism, and translation studies.

21- Course aims and outcomes:

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A- Aims: (PLOs)

Learning Outcomes for the PhD in English Literature

Upon the successful completion of the Doctorate Program in English Literature the student should be able to:

- 1- Analyze the purpose, style, and genre of literary texts, identifying how these elements contribute to achieving specific literary, rhetorical, and aesthetic effects.
- 2- Analyze the interrelationship between literary texts and their historical, social, and political contexts, exploring how these factors shape their meaning and reception.
- 3- Evaluate the theoretical frameworks and critical methodologies employed in the analysis of literature, rhetoric, and the teaching of reading and writing, assessing their strengths and limitations.
- 4- Critique a wide range of literary and rhetorical texts, including influential critical commentary, assessing their contributions to literary discourse and their engagement with broader cultural, social, and political themes.
- 5- Critically assess peers' work in fiction or poetry, offering constructive feedback that enhances the quality of the creative or scholarly writing process.
- 6- Evaluate literary works through a range of critical and theoretical lenses, formulating well-supported judgments about their significance and implications within the broader literary canon.
- 7- Develop academic and pedagogical expertise, fostering the skills necessary for a successful transition into the academic and professional job market, and show respect of cultural diversity, ethics and professional behavior.
- 8- Collaborate effectively with peers and scholars, demonstrating professionalism and responsibility in both independent and collective research endeavors.
- 9- Synthesize existing literature and research methodologies to generate original hypotheses, culminating in the production of a high-quality term suitable for top-tier academic journals.
- 10- Create an individual research specialization, synthesizing primary and secondary texts to develop original insights and form the foundation for a substantial PhD thesis.

B- Intended Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

No.	Course Learning Outcomes	Program Outcomes										Assessment Tools										
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	11
1	Examine key concepts like immigration, displacement, exile, transnationalism and diaspora.	X		X	X		X					X	X	X			X				X	
2	Discern & explicate core facts about transnational and diasporic literary texts.	X		X				X				X	X	X			X				X	
3	Critique thematic & aesthetic features of transnational and diasporic writings.	X	X	X	X						X	X	X	X			X				X	
4	Analyse how immigration & settlement experiences shape transnational and diasporic literary texts.	X	X	X					X	X		X	X	X			X				X	
5	Discuss the features of the language used by diasporic texts and investigate their place in their socioeconomic, political, historical and cultural contexts.					X			X	X		X	X	X			X				X	
6	Comment on how diasporic writers appropriate canonical texts and apply contemporary theories of literature to transnational and diasporic literature.					X			X			X	X	X			X				X	
7	Write critical essays on transnational and diasporic literature.				X				X		X	X	X	X			X				X	

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* **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.

** **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. Interview, 6. presentation, 7. field study 8. term papers, 9. student portfolio, 10. final exam, 11. case study

22. Topic Outline and Schedule:

Week	Lecture	Topic	Course Learning Outcomes	Learning Methods* /platform	Evaluation Methods**	References
1	1.1	Introduction	All	Lecture	-	Ashcroft (2001) Banerjee, et. al. (2012) Bartels, et. al. (2019) Bauböck, et. al. (2010) Bean & Brown (2022) Brah (1996) Clifford (1994)
2	2.1	Mapping the Field	All	Lecture / Presentations	-	Cohen & Fischer (2018). Knott & McLoughlin (2010). Scholten (2023). Stierstorfer et. al. (2018)
3	3.1	Mapping the Field	All	Lecture / Presentations	-	Cohen & Fischer (2018). Knott & McLoughlin (2010). Scholten (2023). Stierstorfer et. al. (2018)
4	4.1	Rawi Hage's <i>Carnival</i>	All	Lecture / Presentations	-	Majer (2019). Siddiqi (2020).
5	5.1	Hala Alyan's <i>Salt Houses</i>	All	Lecture / Presentations	-	Salam & Mahfouz (2020). Awad (2020).
6	6.1	Eid al-Fitr (Public Holiday)	-	-	-	-
7	7.1	Laila Lalami's <i>The Other Americans</i>	All	Lecture / Presentations	-	Al-Khayyat & Awad (2021). El Boubekri (2022). Shalabi & Abu Amrieh (2023). Boutine & Abu Amrieh (2023).
8	8.1	Leila Aboulela's <i>The Kindness of Enemies</i>		Lecture / Presentations		Al-Khayyat & Abu Amrieh (2023).

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						Awad (2018). Campbell (2019). Chaoui (2023).
9	9.1		All	-	Exam	
10	10.1	Omar El Akkad's <i>What Strange Paradise</i>	All	Lecture / Presentations	-	Askar (2024). Shalabi & Abu Amrieh (2024).
11	11.1	Jamal Mahjoub's <i>The Fugitives</i>	All	Lecture / Presentations	-	Rife (2023). Shalabi & Abu Amrieh (2024).
12	12.1	Layla Al-Ammar's <i>Silence Is a Sense</i>	All	Lecture / Presentations	-	Shalabi & Abu Amrieh (2024). Rabahi & Abu Amrieh (2023).
13	13.1	Isabella Hammad's <i>Enter Ghost</i>	All	Lecture / Presentations	-	https://www.youtube.com/watch?v=bH-EJiY2jSc https://www.worldliteraturetoday.org/2021/summer/always-more-place-conversation-about-palestine-isabella-hammad-keija-parssinen
14	14.1	Roundtable Discussion	All	Roundtable Discussion	-	Cohen & Fischer (2018). Stierstorfer et. al. (2018)
15	15.1	Wrap-up	All	Lecture / Presentations	-	

23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Presentations	15	All topics covered	1-10	1-15	On campus
Assignments	15	All topics covered	1-10	1-15	On campus
Midterm Exam	30	All topics covered	1-10	10	On campus
Final Exam	40	All topics covered	1-10	15	On campus

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24 Course Requirements

Students should have a computer, internet connection, webcam, and an account on Microsoft Teams.

25 Course Policies:

A- Attendance policies:

As per the University Regulations.

B- Absences from exams and submitting assignments on time:

As per the University Regulations.

C- Health and safety procedures:

Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

D- Honesty policy regarding cheating, plagiarism, misbehavior:

As per the University Regulations.

E- Grading policy:

As explained above in 23.

F- Available university services that support achievement in the course:

Please ask me or your academic advisor for any help or support.

26 References:

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A- Required book(s), assigned reading and audio-visuals:

- Ashcroft, Bill. *Post-colonial Transformation* (London & New York: Routledge, 2001).
- Banerjee, Sukanya et. al. (eds.). *New Routes for Diaspora Studies* (Bloomington: Indiana UP, 2012).
- Bartels, Anke, Eckstein, Lars, Waller, Nicole & Wiemann, Dirk. *Postcolonial Literatures in English: An Introduction* (Stuttgart: J. B. Metzler Verlag, 2019).
- Bauböck, Rainer & Faist, Thomas (eds.). *Diaspora and Transnationalism: Concepts, Theories and Methods*. (Amsterdam: Amsterdam UP, 2010).
- Bean, Frank D. & Brown, Susan K. (eds.). *Selected Topics in Migration Studies* (Gewerbstrasse: Springer Cham, 2022).
- Brah, Avtar. *Cartographies of Diaspora: Contesting Identities* (London & New York: Routledge, 1996).
- Clifford, James. "Diasporas," *Cultural Anthropology*, 9 (3), pp. 302-338, 1994.
- Cohen, Robin & Fischer, Carolin. (eds.). *Routledge Handbook of Diaspora Studies* (Routledge: London & New York, 2018).
- Huggan, Graham. (ed.). 2013. *The Oxford Handbook of Postcolonial Studies*. Oxford: Oxford UP.
- Ilott, Sarah, Mendes, Ana Cristina and Newns, Lucinda. (eds.). *New Directions in Diaspora Studies: Cultural and Literary Approaches* (Blue Ridge Summit: Rowman & Littlefield Publishers, 2018).
- Knott, Kim & McLoughlin, Sean (eds.). *Diasporas: Concepts, Intersections, Identities* (London & New York: Zed Books, 2010).
- Lazarus, Neil. 2004. *The Cambridge Companion to Postcolonial Literary Studies*. Cambridge: Cambridge UP.
- Mcleod, John. 2007. *The Routledge Companion to Postcolonial Studies*. London & New York: Routledge.
- Mishra, Sudesh. *Diaspora Criticism* (Edinburgh: Edinburgh UP, 2006).
- Scholten, Peter. (ed.). *Introduction to Migration Studies: An Interactive Guide to the Literatures on Migration and Diversity* (Gewerbstrasse: Springer Cham, 2023).
- Stierstorfer, Klaus & Wilson, Janet. (eds.). *The Routledge Diaspora Studies Reader* (London & New York: Routledge, 2018).

B- Sources on required novels:

1- Rawi Hage's *Carnival*:

- Majer, K. (Eds.). *Beirut to Carnival City*. Leiden: Brill, 2019.
- Siddiqi, Y. (2020). "Mobility in the City: Rawi Hage's Novels of Urban Migrants." *Minnesota Review*, 94: 124-141.

2- Hala Alyan's *Salt Houses*:

- Salam, W. J., & Mahfouz, S. M. (2020). "Claims of memory: Transgenerational traumas, fluid identities, and resistance in Hala Alyan's *Salt Houses*." *Journal of Postcolonial Writing*, 56(3): 296-309. DOI: <https://doi.org/10.1080/17449855.2020.1755718>.
- Awad, Y. (2020). "Sea Imagery in Hala Alyan's *Salt Houses*." *American, British and Canadian Studies*, 35: 23-43.

3- Laila Lalami's *The Other Americans*:

- Al-Khayyat, A. & Awad, Y. (2021). "The weather as a storyteller in Lalami's *The Other Americans*." *Ars Aterna*, 13(1): 36-56. DOI: <https://doi.org/10.2478/aa-2021-0003>.
- El Boubekri, A. (2022). "New ways of belonging in diaspora in Laila Lalami's *The Other Americans*." *African Identities*, 22(4): 926-942. <https://doi.org/10.1080/14725843.2022.2157244>.
- Shalabi, A., & Abu Amrieh, Y. (2023). "Rawi Hage's *Cockroach* and Laila Lalami's *The Other Americans*: images of twenty-first century Occident in Arab eyes." *Textual Practice*: 1-23. <https://doi.org/10.1080/0950236X.2023.2288115>.
- Boutine, M., & Abu Amrieh, Y. (2023). "Ageing in faraway lands: nostalgic reminiscences and place reproduction in Abulhawa's *The Blue Between Sky and Water* and Lalami's *The Other Americans*." *British Journal of Middle Eastern Studies*, 51(5): 972-991. <https://doi.org/10.1080/13530194.2023.2184768>.

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4- **Leila Aboulela's *The Kindness of Enemies*:**

- Al-Khayyat, A. & Abu Amrieh, Y. (2023). "Islamic identity and weather conditions in Leila Aboulela's *The Translator* and *The Kindness of Enemies*." *Cogent Arts & Humanities*, 10(1). DOI: <https://doi.org/10.1080/23311983.2023.2222452>.
- Awad, Yousef. (2018). "Fiction in CONTEST with History? Faith, Resilience and the War on Terror in Aboulela's *The Kindness of Enemies*." *International Journal of Arabic-English Studies (IJAES)*, 18(1): 71-90.
- Campbell, C. (2019). "The Captivity Narrative and East-West Understanding in Aboulela's *The Kindness of Enemies*." *International Journal of Arabic-English Studies (IJAES)*, 19(1): 53-70.
- Chaoui, S. (2023). "Ensoulng Agential Praxis in A Secular World: A Sufi Spiritual Turn in Leila Aboulela's *The Kindness of Enemies*." *Critique: Studies in Contemporary Fiction*, 65(2): 272-284. DOI: <https://doi.org/10.1080/00111619.2023.2178284>.

5- **Omar El Akkad's *What Strange Paradise*:**

- Askar, Nuha. (2024). "Unsettling Identities on Refugee Routes in Omar El Akkad's *What Strange Paradise*." In: Chowdhury, Touhid Ahmed (eds.), *Displacement, Emplacement, and Migration: an Interdisciplinary Collection of Essays*, pp. 41-54. Bamberg: University of Bamberg Press. DOI: 10.20378/irb-58625.
- Shalabi, A., & Abu Amrieh, Y. (2024). "Occidentalism Revisited: Insights from Contemporary Anglophone Arab Diasporic Literature." *Journal of Intercultural Communication*, 24(4): 134-145. DOI: <https://doi.org/10.36923/jicc.v24i4.977>.

6- **Jamal Mahjoub's *The Fugitives*:**

- Shalabi, A. & Abu Amrieh, Y. (2024). "Jamal Mahjoub's *The Fugitives* and Hala Alyan's *The Arsonists' City*: A Panoramic View of the Occident." *Journal of Language Teaching and Research*, 15(2): 532-539. DOI:10.17507/jltr.1502.21.

7- **Layla AlAmmar's *Silence Is A Sense*:**

- Rabahi, H., & Amrieh, Y. A. (2023). "Watching Through a Frame: Windows and Balconies as Motifs in Contemporary Diasporic Arab Literature." *Theory & Practice in Language Studies (TPLS)*, 13(8): 1996-2004. DOI: <https://doi.org/10.17507/tpls.1308.15>.
- Shalabi, A., & Abu Amrieh, Y. (2024). "Occidentalism Revisited: Insights from Contemporary Anglophone Arab Diasporic Literature." *Journal of Intercultural Communication*, 24(4): 134-145. DOI: <https://doi.org/10.36923/jicc.v24i4.977>.

8- **Isabella Hammad's *Enter Ghost*:**

- Between the Covers Podcast:** <https://www.youtube.com/watch?v=bH-EJiY2jSc>
(<https://tinhouse.com/transcript/between-the-covers-isabella-hammad-interview/>)
- Always More Than a Place: A Conversation about Palestine with Isabella Hammad:**
<https://www.worldliteraturetoday.org/2021/summer/always-more-place-conversation-about-palestine-isabella-hammad-keija-parssinen>
- Enter Ghost* by Isabella Hammad review – drama in the West Bank:**
<https://www.theguardian.com/books/2023/mar/28/enter-ghost-by-isabella-hammad-review-drama-in-the-west-bank>

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27 Additional information:

Name of Course Coordinator: Prof. Yousef Abu Amrieh

Signature:



Date: 16/2/2025

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----