ENGL 4455: LITERATURE OF THE ISLAMIC WORLD (LITERARY DIASPORAS) FALL 2014

THURSDAYS 5:30-8:15PM
Dr. Claudia Yaghoobi
Office: A&S 3-08
Office Hours: Tues. 5-7 and Wed. 1-3 and Fridays by appointment
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COURSE DESCRIPTION

“Diaspora” refers to the relations between homelands and host nations from the perspective of those who have moved, whether voluntarily or not, and to the lived experience of these communities. The figure of the migrant has been celebrated by some as an icon of postmodernity, an emblematic figure in a world increasingly characterized by transnationalism, globalization and mass migration. Tracing the origins of the emerging body of diasporic Islamic literature in English, examining the socio-political position and historical context from which they emerged while situating this body of literature through existing theories such as post-colonialism, this course sheds light on the role of diasporic Islamic literature and culture in Western literature. Each one of the writings reflects a diasporic experience unique to that region. Analyzing the relationship between the diaspora communities and their new surrounding by drawing on theories of migration, narration and identity, we will examine the literature borne out of this discourse. We will also look at diasporic Islamic literature, which developed at turn of the past century until post 9/11 era. We will attempt to shed light not only on the historical, but also on the cultural and aesthetic value of this literary production. Among other themes, we will address issues of identity, home, citizenship, belonging, loyalty, affinity, colonialism, migration, culture, and the transnational conditions of diasporic existence, the various concerns involved in cultural and relational identification, in-betweenness and hybridity and the social, ethical and political repositioning of the diasporic subject. Who belongs? Who does not? What are the mechanisms by which individuals become included and excluded?

COURSE OUTCOME

1. To learn to appreciate Islamic diasporic literature in its aesthetic, social, and historical dimensions.
2. To develop a responsiveness to, and an appreciation of, the literatures of the Islamic world, and an awareness of the diversity of the social and cultural backgrounds that produced them.
3. To develop an awareness of the variety of literary genres, and an understanding of their aesthetic and cultural components.
4. To develop a sense of literary traditions, and how they help form and determine a range of social and cultural expressions.
5. To refine the ability to discuss these literary works, orally and in writing, and more generally to learn strategies for approaching texts analytically.
REQUIRED TEXTS


Supplementary readings are provided on D2L.

COURSE REQUIREMENTS AND GRADING

- **Class Participation and attendance (50 points):** class discussions and activities will give you the opportunity to discuss the material. Bring your books and any additional assignment to each class. Keep up with the readings and be ready to discuss the material. Class participation means more than physical attendance. It also means contribution to the discussions of the class. It does not depend on the number of times you contribute, but the quality of your contribution.

- **Discussion Leading – (50 points):** During the semester, each student will be assigned to lead discussion on one of the readings of class. You will prepare a PowerPoint, outlining the most important points of the article linking them to the primary text of the day and the themes of the class. You will also prepare 5 questions to engage the class in discussion. You will have 15 minutes to present the points and 30 minutes to engage with the class.

- **Blogging (120):** You are required to post your individual comments and respond to your peers’ comments three times for each block. Each block begins on the day we begin that specific book and ends on the day we end its discussion in class. By the end date, you should have posted three comments and responded to your peers’ comments. Your posts should be sophisticated and analytical. I am not looking for your first impressions or how you feel about the book. I look for specific analysis or close reading of passages, relating it to the bigger themes of the class. Each post has 5 points. Here’s our blog address: [http://literarydiasporas.wordpress.com/](http://literarydiasporas.wordpress.com/)

8/21-9/1: The Literary Diaspora of the Islamic World
9/4-9/11: Mahmoud Darwish
9/18-9/25: Rawi Hage
10/2-10/9: Assia Djebar
10/9-10/16: Goli Taraghi
10/23-11/6: Ahdaf Soueif
11/13-11/20: Mohja Kahf
11/20-12/4: Post 9/11 Arab-American Writing

- **Response Papers (book/article reviews) (160 points):** provide a 2-page critical response paper for each book/article. Note on Response Papers: Papers should provide an analysis of the book (not summary) in relationship to the themes or specific dimension of the course. This is not the summary of the book.

9/1: The Literary Diaspora of the Islamic world
9/15: Mahmoud Darwish
9/29: Rawi Hage
10/13: Assia Djebar
10/27: Goli Taraghi
11/10: Ahdaf Soueif
11/24: Mohja Kahf
12/4: Post 9/11 Arab-American Writing

- **Individual Presentation (100 points) –** You are free to pick any of the books and do library research to present it to your peers in class. You will need to include PowerPoint, video, audio or other interactive or media tools. You should engage with the class and bring points to our attention, which have not already been discussed in class.

- **Final paper – (120 points) – due on 12/4 -** take-home 3000-3500 word paper. For this paper, you are free to pick the topic and the book you would like to write your paper on; however, before you start, you must check with me and obtain my approval. You are required to use 5 articles from our class readings, and 10 outside articles (total 15 articles/books/book chapters) as your secondary sources. This counts as your research.

**Additional Requirements For Graduate Students**

In addition to the above-mentioned requirements:

- For your final paper (3500-4000 words), you are required to apply a theoretical perspective on the book you will be writing on.

For the following, see me for help and samples:

- Prepare your Curriculum Vitae – CV – and submit it to me on 11/6
- Imagine that you are applying for a job, find a job ad, and write a cover letter for that position and submit your cover letter to me on 11/30

**CLASS POLICIES**

- Attendance is mandatory, as is punctuality. More than three absences will lower your total grade by half a grade; excused absence allowed in case of serious medical condition if
verified by note from physician. More than six absences will result in a failing grade for the semester.

- **Late papers or e-mailed assignments will not be accepted.**
- If you wish to discuss your grades, please meet with me during my office hours. Grades will not be discussed in class or through e-mail. Feel free to utilize my office hours to discuss papers.
- You are required to bring your books and assigned readings to class. You may also have them on your computer.
- You are not allowed to use Wi-Fi during the class unless otherwise advised. If you use Wi-Fi and are on websites such as Facebook, you will be asked to leave the classroom.
- Respect others, do not talk when someone else is talking, do not offend others by your language (be mindful that others may be of a different class, gender, religion, race, or ability set than you).
- Homework assignments should be typed, 12 point, Times New Roman font; 1-inch margins; double-spaced; no late assignments.
- You may use e-Books, but for your papers I need you to cite the page number from a paper copy.
- Please turn off your cellphones and store them in your bags or you will be asked to leave the classroom.

**CLASS SCHEDULE**

**Literary Diasporas of the Islamic World**

**Thursday 8/21: Introductions**
Edward Said Interviewed by Salman Rushdie (1 hour, 16 minutes)
[https://www.youtube.com/watch?v=v4mLnc_4VtE](https://www.youtube.com/watch?v=v4mLnc_4VtE)

**Thursday 8/28: Guest Lecture by Michael Grafals (University of California, Santa Barbara)**


**Palestine/Moscow/Egypt/Lebanon: Mahmoud Darwish**

**Thursday 9/4: Guest Lecture by Silvia Ferreira (University of California, Santa Barbara)**
*Memory for Forgetfulness* (Foreword, Introduction, pp. 1-71)
Thursday 9/11
*Memory for Forgetfulness* (72-182)


The Fourth World War
https://www.youtube.com/watch?v=2ssZC6tAFlc

Individual Presentation: Mahmoud Darwish

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<th>Lebanon/Canada: Rawi Hage</th>
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**Thursday 9/18**
*Cockroach* (pp. 1-161)

Rawi Hage on Q TV (24 minutes)
https://www.youtube.com/watch?v=srlHTSxX8m0

**Thursday 9/25**
*Cockroach* (pp. 165-305)


Individual Presentation: Rawi Hage

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<th>North African Diaspora in France: Assia Djebar</th>
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**Thursday 10/2:** Guest Lecture by Tegan Raleigh (University of California Santa Barbara)
*The Tongue’s Blood Does Not Run Dry: Algerian Stories* (pp.129-215)


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<th>Iranian Diaspora in France: Goli Taraghi</th>
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**Thursday 10/9**
*A Mansion in the Sky: And Other Short Stories* (pp. 100-154)

Iranian Diaspora:

**Thursday 10/16**  
Individual Presentation: Assia Djebar  
Individual Presentation: Goli Taraghi

### Egyptian Diaspora in Britain: Ahdaf Soueif

**Thursday 10/23: No Class - Conference**

**Thursday 10/30**  
*The Map of Love* (pp. 4-287)


Writing about Cairo:  
https://www.youtube.com/watch?v=Gfx0nE9PhSM&index=46&list=PLw5UaLssen8mvAd9RxAx-hTAYkQLhuR7a

Ahdaf Soueif on *The Map of Love*  
https://www.youtube.com/watch?v=Em0XJ0X2wdw

**Thursday 11/6**  
*The Map of Love* (pp. 292-516)

**Individual Presentation: Ahdaf Soueif**

### Syrian Diaspora in the U.S.: Mohja Kahf

**Thursday 11/13**  
*The Girl in the Tangerine Scarf* (pp. 1-220)

Mohja Kahf on *The Girl in the Tangerine Scarf*  
https://www.youtube.com/watch?v=HztV9CDKwVs

https://www.youtube.com/watch?v=TKCCJ0uUYq0

**Thursday 11/20**  
*The Girl in the Tangerine Scarf* (pp. 221-441)

**Individual Presentation: Mohja Kahf**
Post 9/11 Arab-American Writings

Thursday 11/27 – Thanksgiving Holiday

Thursday 12/4 – Final Papers Due


https://www.youtube.com/watch?v=32eeDoXTnqw

https://www.youtube.com/watch?v=qmnvZRI1Ou4

https://www.youtube.com/watch?v=0q6HTzLw4U

GENERAL POLICIES

➢ Religious Observance Policy
Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Exercising of one’s rights under this policy is subject to the GC Honor Code. Students who miss class in observance of a religious holiday or event are required to make up the coursework missed as a result from the absence. The nature of the make-up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy.

➢ Assistance for Student Needs Related to Disability
If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. Disability Services, a unit of GCSU Office of Institutional Equality and Diversity, can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-455-4233.
✵ **Student Opinion Survey Statement**
Given the technological sophistication of Georgia College students, the student opinion survey is being delivered through an online process. Your constructive feedback plays an indispensable role in shaping quality education at Georgia College. All responses are completely confidential and your name is not stored with your responses in any way. In addition, instructors will not see any results of the opinion survey until after final grades are submitted to the university. An invitation to complete the online opinion survey is distributed to students near the end of the semester. Your participation in this very important process is greatly appreciated.

✵ **Academic Honesty**
The integrity of students and their written and oral work is a critical component of the academic process. The submission of another’s work as one’s own is plagiarism and will be dealt with using the procedures outlined in the GC Catalog.

[http://catalog.gcsu.edu/ugrad/student-academic-dishonesty.htm](http://catalog.gcsu.edu/ugrad/student-academic-dishonesty.htm)

Remember that allowing another student to copy one’s own work violates the standards of academic integrity.

[http://catalog.gcsu.edu/grad/student-academic-dishonesty.htm](http://catalog.gcsu.edu/grad/student-academic-dishonesty.htm)

Also see the student Honor Code at the website below:

[http://www.gcsu.edu/studentlife/handbook/code.htm](http://www.gcsu.edu/studentlife/handbook/code.htm)

✵ **Fire Drills**
Fire drills will be conducted annually. In the event of a fire alarm, students will exit the building quickly in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of the building. Do not use elevators. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life. Assemble for a head count on the front lawn of main campus or other designated assembly area. For more information on other emergencies, please visit: [http://www.gcsu.edu/emergency/actionplanmain.htm](http://www.gcsu.edu/emergency/actionplanmain.htm)

**RESOURCES ON DIASPORA AND EXILE**

Arab, Muslim, or Middle Eastern? [http://teachmideast.org/essays/Arab-Muslim-or-Middle-Eastern/](http://teachmideast.org/essays/Arab-Muslim-or-Middle-Eastern/)
Arab-American Family Support Center: www.aafscny.org
Arab-American Association of New York: www.arabamericanny.org
Alwan for the Arts: www.alwanforthearts.org
Anti-Defamation League: Anti-Israel Protest Groups (Take into account the source; the ADL is a large, pro-Israel organization, with a very broad definition of what counts as "anti-Israel," one that is highly contested by most of the groups on this list.) http://www.adl.org/Israel/Israel_protest_calendar_groups.asp


The Jerusalem Fund: http://www.thejerusalemfund.org/

Al-Awda: Palestine Right to Return Coalition: http://www.al-awda.org/

US Palestinian Community Network: http://palestineconference.org/wp/

ADC's Campaign Against Organizations Supporting Settlements in Jerusalem and Occupied Territories: http://www.adc.org/index.php?id=3478


Adalah Protest Against the Hebron Fund:

Protest Against the Friends of the IDF Fundraiser


American Israel Public Affairs Committee: http://www.aipac.org/

Americans for Peace Now: http://peacenow.org/

Jewish Voice for Peace: http://www.jewishvoiceforpeace.org/

Jews Against the Occupation: http://www.jatonyc.org/


The End of Sectarianism?: http://electronicintifada.net/v2/article11067.shtml

Iraq:

Local Chaldeans urged to vote in Iraqi election - The Michigan Catholic

Locals to participate in Iraqi election - Arab American News (Dearborn, MI)

Iraqi election comes at a critical juncture - MinnPost.com
http://www.minnpost.com/stories/2010/03/04/16399/iraqi_election_comes_at_a_critical_junctur e

Al Jazeera. The Arab Street in New York. Two YouTube videos (about 20 minutes):
Part 1: http://www.youtube.com/watch?v=X_q9Dw73EeU
Part 2: http://www.youtube.com/watch?v=poaSEmT24X8


http://www.opendemocracy.net/conflict-terrorism/liberalism_3451.jsp
