

**Spring 2016**  
**Arab Literary Travels**  
**Class Policy Statement**

**Instructor:** Katie Logan

**Course and Unique numbers:** CL 323 (32884)  
E 324 (34522)  
MES 342 (41084)  
WGS 340 (46077)

**Class Time and Place:** TTH 11:00 AM-12:30 PM, PAR 302

**Course Website:** <http://canvas.utexas.edu/> (Canvas for grades, announcements, messages, assignments)

**Course Description**

This course introduces students to modern Arabic and Arab-Anglophone literature through vocabularies of travel: exile, estrangement, study abroad, immigration, diaspora, return, displacement, and dispossession.

In class, students will balance artistic production influenced by travel with the real conditions of poverty, loss, and violence that impact contemporary immigrants and refugees. In the twentieth and twenty-first centuries, literature has emerged from Palestinian dispossession in 1948 and 1967, oil compound development in the Gulf, the Lebanese Civil War, decolonization efforts in North Africa and the Middle East, and, more recently, continued refugee crises in Syria, Iraq, and Palestine. This same period has produced thinkers and artists like Edward Said, Leila Ahmed, Mahmoud Darwish, and Miral al-Tahawi, all of whom understand movement, travel, and even exile or estrangement to be essential components of their creative endeavors. As students explore texts from these authors and events, they will learn to focus particularly on the class, gender, and ethnic disparities that inform different narratives' relationship to travel.

We'll use the travel narrative framework to explore Arabic literature's encounter with foreign spaces and literatures, including those colored by colonial legacies and histories of conflict. Ultimately, students in this class will discover a breadth of modern Arabic literature while learning to situate that literature in a global context that considers critically the types of movement bringing people, places, and ideas into contact.

Texts will be available in English translation; language students may access the texts in Arabic.

## Course goals

By the end of the course, students will be able to:

1. Distinguish critically between terms like exile, displacement, and immigration while noting the complex overlaps between them
2. Discuss some of the political and social issues motivating movement in the Arab world during the twentieth century
3. Contextualize experiences of movement through discussion of culture, ethnicity, gender, and class
4. Articulate roles literature and the arts might play in debates about migration
5. Conduct independent research using library resources
6. Develop critical arguments about independent research
7. Communicate arguments through writing and oral presentation

## READING LIST and REQUIRED MATERIALS

### Required Texts

Leila Ahmed, *A Border Passage: From Cairo to America: A Woman's Journey* (1999)

\*PLEASE MAKE SURE TO PURCHASE THE SECOND EDITION (2011)\*

Hoda Barakat, *Tiller of Waters* (2001)

Miral al-Tahawy, *Brooklyn Heights* (2010)

### Readings available on Canvas

Sara Ahmed, "Home and Away" (1999)

James Clifford, *Routes: Travel and Translation in the Late Twentieth Century* (1997)

Stuart Hall, "Cultural Identity and Diaspora" (1990)

Ghassan Kanafani, "Return to Haifa" (1970)

Edward Said, "Reflections on Exile" (2000)

Carol Fadda-Conrey, "Transnational Arab-American Belonging" (2014)

Lila Abu-Lughod, "Return to Half-Ruins" (2007)

Jana Evans Braziel and Anita Mannur, "Nation, Migration, Globalization" (2003)

### Film

Annemarie Jacir, *When I Saw You* (Palestinian-American film; 2013)

[Available on reserve at the Fine Arts Library; class screening TBD]

### Email

Because this course makes use of Google Earth, you will need a new Gmail address specifically for your final project; this project only email address will protect your privacy and information as you work on class materials. Please set up this account at your earliest convenience; I recommend [yourlastnameALT2016@gmail.com](mailto:yourlastnameALT2016@gmail.com).

## COURSE ASSIGNMENTS, DUE DATES, AND GRADING BREAKDOWN

Definition Assignment (15%): Thursday, February 11th

Project Proposal (10%): Tuesday, March 8th

Annotated Bibliography (15%): Thursday, March 31st

Final Project (30%): Presentations March 3rd or 5th; Final submission on Monday, May 9th

Class Presentation (10%)

Discussion Board Postings (15%)

Participation (5%)

### Descriptions of Major Assignments

#### Definition Project

Choose a term or phrase related to movement that appears in the first unit of reading (i.e. “home,” “exile,” “refugee,” “immigrant,” “right of return,” “Arab-American”). Using library resources, locate the term in a recent news article or opinion piece. Write 500-750 words that synthesize definitions of the term based on class reading, the outside source, and your own understanding of the term’s complications.

#### In-Class Presentation

Each student will sign up for one ten-minute presentation over the course of the semester. For this presentation, you will again use your library resources to select a map, image, audio recording, film clip, or short text that supplements our reading for your presentation day (i.e. a student presenting during *A Border Passage* might bring in a clip of Um Kulthom’s music or a selection of Rumi’s poetry). Introduce your source to the class, explain its relevance, and raise a question or two for class discussion.

#### Final Project

The final project for this course features two major components: 1) a map of a route that you will select, research, design, and annotate and 2) an in-class presentation that leads the class through the map that you’ve developed. Your route might trace the trajectory of a text that we read in class or a related work of literature, or it might follow the current movement of a particular group. In all these cases, our aim is to understand our maps as another kind of narrative, one that can tell a variety of stories about the travels texts and people undertake.

We will develop the final project through a series of assignments that includes a **project proposal**, an **annotated bibliography**, a **peer review workshop**, and the **oral presentation** itself. We will discuss each of these steps in detail throughout the semester. The project relies on technology like Google Earth and Scalar, and so we will work in close proximity with university librarians to develop the research and technological skills you need in order to complete the project.

### Discussion Board

Once a week before class, you will write a brief (approximately 150-250 word) post on Canvas's discussion board. Take as your starting point a specific quote from that session's reading. You might make an observation about the quote or ask a question—anything to jump start discussion! Posts must appear on Canvas at midnight the day before class.

### Participation

This grade includes punctual, consistent attendance and participation in discussion.

Final grades will be determined on the basis of the following rubric. Please note: to ensure fairness, all numbers are absolute, and will not be rounded up or down at any stage. For example, a B- will be inclusive of all scores of 80.0000 through 83.9999. The University does not recognize the grade of A+.

A=94-100	B+=87-89	C+=77-79	D+=67-69	F=0-59
A-=90-93	B=84-86	C=74-76	D=64-66	
	B-=80-83	C-=70-73	D-=60-63	

**Accessibility:** Universal design is an accessibility principle by which expanding access to a space (like a classroom) or a conversation (like a curriculum) benefits everyone. (Think of curb cuts, kneeling buses, or ramps to a building.) I aim for universal design in my courses, and at the same time, I assume that each student learns differently. If you are facing a barrier to access in my class, I invite you to talk with me about it by email or in my office hours.

In addition the university offers many kinds of support services that are available to all students.

- **Services for Students with Disabilities** is online at [ddce.utexas.edu/disability](http://ddce.utexas.edu/disability) and on Facebook. You can also reach them at 512-471-6259 (voice) or 512-410-6445 (video phone). SSD is the office that handles requests for accommodations ([ddce.utexas.edu/disability/accommodations-and-services](http://ddce.utexas.edu/disability/accommodations-and-services)). Their office is in the Student Services Building (4.206). Any student with a documented disability who requires academic accommodations should contact the office as soon as possible to request an official letter outlining authorized accommodations.
- **Student Veteran Services** is online at [deanofstudents.utexas.edu/veterans](http://deanofstudents.utexas.edu/veterans), and they also have offices in the Student Services Building (4.104).
- **The Multicultural Engagement Center** is online at [ddce.utexas.edu/multiculturalengagement](http://ddce.utexas.edu/multiculturalengagement) and on Facebook. They are located in the Student Activity Center (1.102).
- **The Gender and Sexuality Center** is online at [ddce.utexas.edu/genderandsexuality](http://ddce.utexas.edu/genderandsexuality) and on Facebook. The GSC offers mentoring, walk-in advising, & more. They are also located in the Student Activity Center (2.112).

- **The Counseling and Mental Health Center** is online at [cmhc.utexas.edu](http://cmhc.utexas.edu); their services are inexpensive and confidential. They can be reached at 512-471-3515 for appointments. Their crisis line is open 24/7/365: 512-471-2255 or for Deaf/HH students, 711 + 512-471-2255. They are on the fifth floor of the Student Services Building.
- **University Health Services** is online at [healthyhorns.utexas.edu](http://healthyhorns.utexas.edu). In addition to general medicine, they also have a women's health clinic, nutrition services, & more. Appointments can be made online, or you can call their 24/7 Nurse Advice Line at 512 475 6877.
- **The Undergraduate Writing Center**, online at [uwc.utexas.edu](http://uwc.utexas.edu), offers consultations about student writing. They're not line editors, they're way better: trained writing instructors who can help you at any point in your writing process.

**Important Emergency / Safety Information:** Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: The University of Texas at Austin Police Department, or Fire Prevention Services office. Information regarding emergency evacuation routes and emergency procedures can be found at <http://www.utexas.edu/emergency>.

Behavior Concerns Advice Line (BCAL): [512-232-5050](tel:512-232-5050).

**Library Resources:** You will be able to access the media labs, which are often staffed, outside of class (<http://www.lib.utexas.edu/services/media-labs/>). The class also has three dedicated librarians who will be available to assist with questions about research and projects:  
 Dale Correa, Middle Eastern Studies Librarian, [d.correa@austin.utexas.edu](mailto:d.correa@austin.utexas.edu)  
 Cindy Fisher, Learning Technologies Librarian, [cindyf@austin.utexas.edu](mailto:cindyf@austin.utexas.edu)  
 Katherine Strickland, PCL Map Collections, [strickland@austin.utexas.edu](mailto:strickland@austin.utexas.edu)

**The Global Cultures Flag:** This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

**Late Work:** Writing courses move quickly, so it is important to stay caught up. Late assignments will be penalized ten points at the time the assignment is due and then ten additional points for each 24-hour period (even if it isn't a class day) that passes before the assignment is turned in. Example: if a paper is due at 10AM on Tuesday, it loses ten points when it isn't turned in on Tuesday, then ten more at 10AM on Wednesday, etc. Additionally, turning in assignments late

may mean that you will not receive feedback on an assignment before the next assignment is due.

**Tardiness:** When you arrive late to class, you disrupt me, your classmates, and the work we are engaged in that day. In this class, 3 tardies (5 minutes late or more) is the equivalent of an absence. If you are 15 minutes late, you are already absent.

**Attendance Policy:** You are expected to attend class, to arrive on time, and to have prepared assigned reading. I will allow three absences, no questions asked, over the course of the semester. For each absence after the third, I will deduct half a letter grade from your final grade for the course (so a B+ becomes a B, a B becomes a B-, etc.). If you find that an unavoidable problem prevents you from attending class, you should contact me as soon as possible, preferably ahead of time, to let me know.

You will not be penalized for missing class on religious holy days. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day **should inform the instructor, in writing, well in advance of the absence, so that alternative arrangements can be made to complete work. If you know you will have to miss class(es) for this reason, provide your instructor with the date(s) as early as possible. Please note that the University specifies very few other excused absences (e.g., jury duty).**

When you must miss a class, you are responsible for getting notes and assignments from a classmate.

**Scholastic Honesty:** Turning in work that is not your own, or any other form of scholastic dishonesty, will result in a major course penalty, possibly failure of the course. This standard applies to all drafts and assignments, and a report of the incident will be submitted to the Office of the Dean of Students and filed in your permanent UT record. Under certain circumstances, the Dean of Students will initiate proceedings to expel you from the University. So, take care to read and understand the Statement on Scholastic Responsibility, which can be found online at <http://www.utexas.edu/cola/depts/rhetoric/firstyearwriting/plagiarismcollusion.php>. If you have any doubts about your use of sources, ask your instructor for help before handing in the assignment.

**Email Accounts:** Email is an official means of communication at UT-Austin, and I will use this medium to communicate class information. You are therefore required to obtain a UT email account and to check it daily. All students may claim an email address at no cost by going to <http://www.utexas.edu/its/utmail/>.

## COURSE SCHEDULE

*Subject to change*

### Unit One: What is Travel? What is Home?

Tuesday, January 19	Introductions
Thursday, January 21	Edward Said, "Reflections on Exile"
Tuesday, January 26	James Clifford, <i>Routes</i> ("Preface")
Thursday, January 28	<b>Library Visit (meet in PCL, Learning Lab 3)</b>
Tuesday, February 2	Sara Ahmed, "Home and Away"
Thursday, February 4	Stuart Hall OR Braziel and Mannur (TBD)
Tuesday, February 9	Carol Fadda-Conrey, "Transnational Arab-American Belonging"
Thursday, February 11	<b>Definitions Due; Library Visit Round Two (PCL, LL3)</b>

### Unit Two: Immigration Literature

Tuesday, February 16	<i>Brooklyn Heights</i> (1-29)
Thursday, February 18	<i>Brooklyn Heights</i> (31-84)
Tuesday, February 23	<i>Brooklyn Heights</i> (84-133)
Thursday, February 25	<i>Brooklyn Heights</i> (135-182)

### Unit Three: Palestinian Displacement and Return

Tuesday, March 1	Annemarie Jacir, <i>When I Saw You</i>
Thursday, March 3	Kanafani, "Return to Haifa"
Tuesday, March 8	Lila Abu-Lughod, "Return to Half-Ruins" (77-107) <b>Project Proposals Due</b>
Thursday, March 10	Project Proposal Conferences

**March 14-18: Spring Break!**

#### Unit Four: Colonial and postcolonial encounters

Tuesday, March 22	Ahmed, <i>A Border Passage</i> (1-46)
Thursday, March 24	Ahmed, <i>A Border Passage</i> (47-92)
Tuesday, March 29	Ahmed, <i>A Border Passage</i> (93-134)
Thursday, March 31	Ahmed, <i>A Border Passage</i> (135-194) <b>Annotated Bibliographies Due</b>
Tuesday, April 5	Ahmed, <i>A Border Passage</i> (197-242)
Thursday, April 7	Ahmed, <i>A Border Passage</i> (243-317)

#### Unit Five: Narrating Exile and Global Travel

Tuesday, April 12	<b>Library Visit Round Three</b>
Thursday, April 14	Barakat, <i>Tiller of Waters</i> (1-60)
Tuesday, April 19	Barakat (61-121)
Thursday, April 21	Barakat (123-175)
Tuesday, April 26	Peer Review Workshop
Thursday, April 28	Project Conferences
Tuesday, May 3	Final Presentations
Thursday, May 5	Final Presentations
Monday, May 9	Projects Due