

MENA 390: Community-Based Learning in the MENA Region**Credit Hours:** 3 credit hours**Program Location:** Amman, Jordan**Term and Year:****Name of Instructor:****Course Hours:****Office Location:****Office Hours:****Contact Information:****Aims and Objectives of the Course:**

- Grasping power dynamics at the social, political and economic level that characterize Jordan life.
- Familiarize with the contradictions and challenges of Jordan economic development and social issues.
- Challenging Orientalist approach to Jordan and the Arab region.
- Critically assess humanitarianism and its impact on Jordanian politics and society.

Course Description:

This interdisciplinary course aims at strengthening and deepening students' knowledge of the Middle East through direct experience in local organizations and a series of lectures aimed at providing the theoretical framework for studying, and interacting with, Jordanian society, culture and politics.

The course is composed of two units: students' volunteering placement in a local organization and in class seminars/discussions. These two units are equally important and, above all, are interrelated: **the student should not understand this course as an opportunity to volunteer in local organizations; rather, it should be clear that the placement is an opportunity to directly observe and analyze different aspects of Jordanian culture, social relations and politics under the framework provided by the readings and class discussions.**

The course is composed of ten lectures-seminars where the active engagement of the student is a fundamental requirement. The lectures will provide the necessary theoretical tools for framing and critically assessing the empirical knowledge developed through the placement. The course focuses on Jordan and aims at providing students with an in-depth, critical understanding of Jordanian political and social life.

The underlying theme of our course is power relations and their impact on three aspects of Jordanian life: politics, society and culture. Power relations in their cultural dimension will be examined by focusing on the hegemonic framework of Western approach to the Middle East. The analysis of socio-political and even geographical dimensions of power relations will deal with the role of NGOs and their

interaction with local actors; it will also study the transformation of the city brought about by the implementation of Western neoliberal policies, the issues of rights, gender dynamics and the refugee crisis.

The lectures and readings are therefore designed to enhance students' critical skills in identifying and understanding power relations in their different dimensions: the course will challenge mainstream approaches to the study of the Middle East and will constantly engage in a critical analysis on the "us-and-the-others" discourse and practices. Students will be required to question their previous perception not only of Jordanian culture and society but also of "Western" relations with it.

The first two classes will provide the conceptual tools approaching the study of the region as well as students' direct engagement with local actors: in week 2, Orientalism will be examined along with the concepts of privilege and power relations at play in the encounter of the "West with the Orient." The following class will focus on NGOs work and role in society providing a critical analysis of their relations with states, donors and civil society.

The following 3 classes aim at providing an introduction of Jordanian institutions, history and political system. Week 4 offers an in-depth analysis of the different actors, political and economic mechanisms of the country; this is a fundamental prerequisite for approaching the placement in local organization, observing and understanding the complexities and even contradictions of power dynamics in Jordan. Week 5 aims at understanding Jordanian geography and the inequalities brought about by neoliberal development: at this scope a city tour will be organized in order to "translate" the readings into an additional empirical experience in Amman. Week 6 will focus on Jordanian economy in order to shed light on a central element for the analysis and understanding of Jordan's development and the role of non-state actors, and in particular NGOs, in it. Having introduced the most important sociopolitical actors and events of Jordanian history as well as the economic mechanisms of the country, in the following six classes we will examine important themes and debates relevant to the placement experience and the work of the organizations the students will be engaging with. These themes include the role of civil society and the structure of the education system, the meaning of archeological projects, the issue of rights such as the freedom of press and migrant workers rights, gender and the refugee crisis in the Middle East.

Students are also expected to spend between 5 and 7 hours per week serving in a local organization. The main objective of the placement is to provide a necessary space for students to directly interact with socio-political actors in the country, observe and engage with their work and their role in the broader community: this direct engagement is fundamental for developing a critical analysis and understanding of social, cultural political as well as economic practices and mechanisms in Jordan.

The course offers opportunities of placement in different organizations (i.e. international, local, royal) working in different fields (refugee crisis, development, women, youth, democratization etc) in order to cover as many aspects of Jordan's socio-economic and cultural life as possible. Students will be asked to express their preference on the different placements offered. When possible, placements will be allocated according to the expressed preference; however it is not guaranteed that the students' choice will always be accommodated. The placements will have to take into consideration the number of places available and the selection of the organization itself. Students should not consider the placement as an opportunity to work in the humanitarian sector, rather they should approach it as a place of learning where they will employ different skills and forms of understanding based on direct observation and

participation. In this sense, students are encouraged to share their reflections and understanding of the placements with their classmates in order to discuss possible differences, similarities and contradictions.

Learning outcomes for the course

By the completion of this course, students will be able to:

- Learn about Jordan through being immersed in one of its institutions.
- Critically observe what the relationship is between the organization where students are placed and the community it is located in. Through critical empirical observation the students should be able to describe and assess the power relations between western actors and local communities at the cultural social and political level.
- Develop his/her skills of self-reflective researcher.
- Describe and explain how political mechanisms and cultural dynamics of power relations, like colonialism and orientalism, still shape the interaction between “West-and-the-Orient.”
- Identify and explain the most significant contradictions in the practices of development, empowerment and humanitarianism that characterize the region based on the empirical experience acquired through the placement.
- Identify the different communities as well as social and political actors and issues characterizing Jordan socio-political life through direct observation of local organizations.

Knowledge

This course is designed to assist students to acquire and demonstrate knowledge about:

- The relevance of hegemonic discourse and neocolonial practices in the socio-cultural and political dynamics of the region.
- The problematic impact of neoliberal strategies on the geographic development as well as social structure of Jordan.
- The role of international actors such as NGOs and the discourse of development and “empowerment” in the social and political transformation of the region.
- The recent uprisings and their relevance for the political social and cultural development of the MENA region.

Skills

This course is designed to assist students in acquiring or enhancing the following skills:

- Engaging in discussions with classmates as well as with host country nationals on the most important socio-political dynamics that characterize the “West-and-the-Orient” encounter.
- Analyzing the role of international and local actors in shaping the region’s social and cultural life as students observe them through the placement.
- Connecting the concepts covered in the readings with the experiential work of the volunteer placements.

Attitudes

This course is designed to encourage development of the following attitudes:

- Understanding the relevance of critical theoretical frameworks for studying and “experiencing” the Middle East.

- Recognizing, questioning and challenging mainstream orientalist approaches and neocolonial practices in the interaction with local community.
- Observing and describe the role and strategies of international and local actors in Jordanian development through direct engagement in local organizations.
- Understanding the enduring impact of colonialism and imperialism in the region and the power dynamics at play in the encounter between “the West-and-the-Orient.”
- Appreciating the socio-political and cultural complexity of Arab society and its impact on the current transformation of the region.

Required Reading

A reading pack containing all the required readings for the course will be available. All the readings included in the reading pack are compulsory. (To be distributed in Jordan upon arrival)

Ababneh, Sara. ""Do You Know Who Governs Us? The Damned Monetary Fund"." MERIP. July 2018. Accessed January 22, 2019. <https://merip.org/2018/06/do-you-know-who-governs-us-the-damned-monetary-fund/>.

Abu-Rish, Zaid. "The Facade of Jordanian Reform: A Brief History of the Constitution." *Jadaliyya - جدلية*. May 31, 2016. Accessed January 22, 2019. <http://www.jadaliyya.com/pages/index/24563/the-facade-of-jordanian-reform-a-brief-history-of->.

Achilli, Luigi. "In Search of Dignity: Political Economy and Nationalism among Palestinian Camp Dwellers in Amman." *HAU: Journal of Ethnographic Theory* 8, no. 3 (2018): 672-85. doi:10.1086/701011.

Achilli, Luigi. *Palestinian Refugees and Identity: Nationalism, Politics and the Everyday*. London: I.B. Tauris, 2015. Chapter 1

Achilli, Luigi. *Syrian Refugees in Jordan a Reality Check*. Report. Florence: EUI, 2015.

al Nasse Heba. *New Social Enterprises in Jordan Redefining the Meaning of Civil Society*. Chatham House. September 2016.

Al-Khatib, Wael. "The Fake Liberalization Effects of Freedom of Speech In Jordan." *IGmena*. Accessed January 22, 2019. <https://www.igmena.org/The-Fake-Liberalization-Effects-of-Freedom-of-Speech-In-Jordan->.

Al Mahadin, Salam. "Tourism and Power Relations in Jordan: Contested Discourses and Semiotic Shift." Edited by Rami Farouk Daher. In *Tourism in the Middle East: Continuity, Change and Transformation*. Clevedon: Channel View, 2007.

Almasri, Reem. "Cyber Crime Law: How Does the Government Control the Online Platform?" *7iber | حبر*. Accessed January 22, 2019. <https://www.7iber.com/technology/cyber-crime-law-how-does-the-government-control-the-online-platform/>.

Anna Kvittingen Marko Valenta Hanan Tabbara Dina Baslan Berit Berg The Conditions and Migratory Aspirations of Syrian and Iraqi Refugees in Jordan *Journal of Refugee Studies*, Feb 2015

Christopher Parker, Tunnel-bypasses and minarets of capitalism: Amman as neoliberal assemblage
Political Geography, Volume 28, Issue 2, February 2009, P 110-120

Conrad, Anna. Civil Society organizations in Jordan: Between Society and State?

Curtis Ryan *Civil Society and Democratization* in Jordan pp 20-26

Daher, Rami. "Welfare Genocide: Rentierism, Neoliberalism, and the Corporatization of the Public Sector in Jordan." Edited by Emel Akçali. In *Neoliberal Governmentality and the Future of the State in the Middle East and North Africa*, 45-61. New York, NY: Palgrave Macmillan, 2016.

Danielle Endres & Mary Gould (2009) "I Am Also in the Position to Use My Whiteness to Help Them Out": The Communication of Whiteness in Service Learning, *Western Journal of Communication*, 73:4, 418-436

Displaced Minorities: Migration and displacement trends of Somali, Sudanese and Yemeni refugees and other migrants in Jordan (Mixed Migration Platform)

Farah, Randa. "UNRWA: Through the Eyes of Its Refugee Employees in Jordan." *Refugee Survey Quarterly* 28, no. 2-3 (2009): 389-411. doi:10.1093/rsq/hdp046.

Hantzopoulos, Maria, and Roozbeh Shirazi. "Securing the State through the Production of 'Global' Citizens: Analyzing Neo-Liberal Educational Reforms in Jordan and the USA." *Policy Futures in Education* 12, no. 3 (2014): 370-86. doi:10.2304/pfie.2014.12.3.370.

Hartnett, Allison Spencer. "The Effect of Refugee Integration on Migrant Labor in Jordan." *Review of Middle East Studies* 52, no. 2 (2018): 263-82. doi:10.1017/rms.2018.91.

Imad el-Anis *Jordan in 2018: Too stable to fail too small to flourish* EIMed.Mediterranean Yearbook 2018.

Isis Nusair Permanent Transients: Iraqi Women Refugees in Jordan *Middle East Report* No. 266, IRAQ: TEN YEARS LATER (Spring 2013), pp. 20-25

Jad, Islah (2004), The NGOization of Arab Women's Movement, <http://www.ism-italia.org/wp-content/uploads/the-NGO-isation-of-arab-women-s-movements-by-islam-jad-2004.pdf> (p. 1-11)

Janine A. Clark and Wacheke M. Michuki Women and NGO Professionalisation: A Case Study of Jordan
Development in Practice Vol. 19, No. 3 (May, 2009), pp. 329-339

Jibreel, Dana. "Proposed Social Media Law: Hiding Government's Incompetence behind More Legislations." 7iber | حبر. Accessed January 22, 2019. <https://www.7iber.com/technology/proposed-social-media-law-hiding-governments-incompetence-behind-more-legislations/>.

Jose Ciro Martinez *Leavening Neoliberalization's Uneven Pathways: Bread, Governance and Political Rationalities in the Hashemite Kingdom of Jordan* Mediterranean Politics Volume 22, 2017

JRS. "Sudanese Refugees Struggle against Racism Everyday - Jordan." ReliefWeb. Accessed January 22, 2019. <https://reliefweb.int/report/jordan/sudanese-refugees-struggle-against-racism-everyday>.

Kamat, Sangeeta. "The Privatization of Public Interest: Theorizing NGO Discourse in a Neoliberal Era." *Review of International Political Economy* 11, no. 1 (2004): 155-76. doi:10.1080/0969229042000179794.

Kamat, Sangeeta. "NGOs and the New Democracy The False Saviors of International Development." *Development and Modernization*, Vol. 25 (1) - Spring 2003

Kathryn Lundstrom *Orientalism and the Neo-Imperialism of 'Voluntourism'* January 27, 2017
<https://bainesreport.org/2017/01/orientalism-and-the-neo-imperialism-of-voluntourism/>

Koopman, Sara (2008), 'Imperialism Within: Can The Master's Tools Bring Down Empire?' *ACME: An International E-Journal for Critical Geographies*, Vol. 7, Issue 2, (2008).

Leghtas, Izza, and Dina Baslan. "We Need to Help Jordan's Other Refugees." *Oceans*. October 11, 2018. Accessed January 22, 2019. https://www.newsdeeply.com/refugees/community/2018/10/11/we-need-to-help-jordans-other-refugees?fbclid=IwAR0UFxIbo8RZ2e0XmJyZkBTieGVaZuY7NSRsYBYwqLjEiYu-0FrzN_rDwb4.

Najib B Hourani *Urbanism and Neoliberal order: the Development and redevelopment of Amman* *Journal of Urban Affairs* 36 (s2), 650-662, 2014. 8, 2014.

Pascucci, Elisa. "The Local Labour Building the International Community: Precarious Work within Humanitarian Spaces." *Environment and Planning A: Economy and Space*, 2018.
doi:10.1177/0308518x18803366.

Petras, James. "NGOs: In the Service of Imperialism." *Journal of Contemporary Asia* 29, no. 4 (1999): 429-40. doi:10.1080/00472339980000221

REACH. "Livelihoods, Employment, and Tensions in Jordanian Communities Hosting Syrian Refugees." *REACH Initiative*, ReliefWeb, 30 June 2014, reliefweb.int/report/jordan/livelihoods-employment-and-tensions-jordanian-communities-hosting-syrian-refugees

Reimann, Kim D. "Up to No Good? Recent Critics and Critiques of NGOs." Edited by Oliver P. Richmond and Henry F. Carey. In *Subcontracting Peace: The Challenges of the NGO Peacebuilding*. Aldershot, Hampshire, England: Ashgate, 2005.

Robert B. Potter, Khadija Darmame, Nasim Barham, Stephen Nortcliff "Ever-growing Amman", *Jordan: Urban expansion, social polarisation and contemporary urban planning issues* Habitat International, Volume 33, Issue 1, January 2009, Pages 81-92

Said, Edward W. *Orientalism*. New York: Vintage, 1979. (Introduction pp. 1-28)

Snow John *Health and Status of Palestinian Refugees from Syria in Jordan*.

Sukarieh, Maysoun. "On Class, Culture, and the Creation of the Neoliberal Subject: The Case of Jordan." *Anthropological Quarterly* 89, no. 4 (2016): 1201-225. doi:10.1353/anq.2016.0073.

Tahhan, Zena. "Meet the Woman Who Pushed to Repeal Jordan's Rape Law." *GCC News | Al Jazeera*. August 04, 2017. Accessed January 22, 2019.
<https://www.aljazeera.com/indepth/features/2017/08/meet-woman-pushed-repeal-jordan-rape-law-170803111944315.html>.

Tamkeen Walled in by Alienation Working and living conditions of migrant workers in Jordan
http://tamkeen-jo.org/upload/Tamkeen_Fields_walled.pdf

Tell, Tariq. *The Social and Economic Origins of Monarchy in Jordan*. Basingstoke: Palgrave Macmillan, 2013. 15-27.

Vig, Noel Daniel. "JORDAN – Democratic Transition in Jordan." *The Maghreb and Orient Courier*. December, 2016. Accessed January 22, 2019.

<https://lecourrierdumaghrebetdelorient.info/focus/jordan-democratic-transition-in-jordan/>.

Williamson, Winkie, and Hudi Hakki. "Mapping Study of Non State Actors in Jordan."

Yom Sean, Khatib Wael. "The Policy of Youth Policymaking in Jordan." *Social Policies in the Middle East*. POMEPS. October 2018. <https://pomeps.org/2018/08/02/the-politics-of-youth-policymaking-in-jordan/>

Yom, Sean, and Wael Al-Khatib. "Youth Revolts and Political Opposition in Jordan." *The Washington Post*. December 20, 2018. Accessed January 22, 2019. https://www.washingtonpost.com/news/monkey-cage/wp/2018/12/20/youth-revolts-and-political-opposition-in-jordan/?fbclid=IwAR1qSQ4ZQcJCvtCAOSpyvaiLWD IvmslCjDoZhCGpHcZvJ-le48PP7QefKM&noredirect=on&utm_term=.e426bc4b458.

Zaidi, S. Akbar. "NGO Failure and the Need to Bring Back the State." *Journal of International Development* 11, no. 2 (1999): 259-71. doi:10.1002/(sici)1099-1328(199903/04)11:23.0.co;2-n.

Assessment Overview

Description	Weight	Due Date
Engagement	15%	Continuous
Placement	15%	Continuous –Assessment provided by the organization
Mid-term exam	30%	Week 6
In-Class Presentation and 500-Word Paper	10%	Schedule for presentations will be decided on Week 1 with the instructor
Final Paper	30%	Week 14

Attendance and Engagement

Students are expected to attend all regularly scheduled classes and come prepared to participate fully in class activities. Students are further expected to be on time for all classes. Arriving late for class is disrespectful of both the instructor and fellow students.

Beyond being in class on time, expectations of student engagement that are accounted for in this portion of the grade include both quality and quantity: full involvement in in-class exercises, class discussions, active listening and asking questions, and proactively seeking additional help during office hours if needed. Throughout the semester, there are a number and variety of program activities that are mandatory for all students. They are announced in advance and reminders are sent. They have an Arabic language component and are tied to activities in Arabic classes. Failure to attend mandatory program activities therefore reflects negatively on students' attendance and engagement grade.

Overview of Attendance Policy

Each meeting of the integrated Arabic class occurs in two parts, divided by a short break. Attendance at both parts of each class meeting is critical for student success, and therefore expected and required. Please note: while the two halves of class are considered one course meeting, each half will be treated separately in terms of considering both tardiness and attendance. **In other words, missing one half of class will count as one absence; missing both halves of class will count as two absences. A student who misses an entire day of Arabic thus accrues two absences.**

In AMIDEAST courses that meet once a week, students are permitted one unexcused absence; in courses that meet twice a week students are permitted two unexcused absences; in courses that meet three or more times a week students are permitted three unexcused absences. **As the integrated Arabic class meets 4 times per week, students are permitted four unexcused absences.** If a student has more than the permitted number of unexcused absences, their grade for the course will be lowered by one "mark" for each additional unexcused absence. In other words, after four unexcused absences from the integrated Arabic course, an A becomes an A-; after five an A becomes a B+; after six an A becomes a B, etc.

An unexcused absence is one not caused by illness or otherwise not approved in advance by AMIDEAST staff. An excused absence means written approval from the Program Manager (and sometimes a doctor) justifying the absence. Arriving late to class may also count towards an absence.

Summary of Attendance Policy

1. Four occurrences of tardiness are equivalent to one unexcused absence; each subsequent instance of tardiness is considered an additional unexcused absence.

2. Students are expected to do the required reading and/or exercises before class, volunteer for presentations, and participate actively in class discussions.
3. Excused absences are determined by the lead AMIDEAST staff member; in some instances a doctor's note or some other certification may be required.
4. Deadlines for assignments and scheduled or unscheduled assessments must be respected, even in cases of excused absences. Instructors are under no obligation to accept any work missed due to unexpected absences. AMIDEAST Education Abroad is under no obligation to reschedule any assessments missed due to unexpected absences. Attendance at office hours is not a substitute for class attendance. Students are expected to review course materials and identify their problems and questions in preparation for office hours.
5. Students are responsible for getting homework assignments they miss and submitting them in a timely manner. Assignments turned in after the due date result in a penalty to be determined by the instructor.
6. Any assignments not submitted will result in that assignment being given a grade of 0 (zero).
7. The Attendance Policy is in effect until the last day of the program.

Assessment Tasks

Mid-Term exam

The weighted value of the mid-term amounts to 30% of the final semester grade. It will be held in class in Week 6. The exam consists in an in-class test. Students should answer 3 questions related to the readings and material discussed in class between week 1 and 5. In addition to these questions students should provide a short description of their placements.

In-Class Presentation and 500-Word Paper

The weighted value amounts to 15% of the final semester grade. Every week one student will present on the assigned readings. The presentation will serve as an opening for the class discussion in which all students are expected to actively participate. The presenter should introduce the readings, providing a general overview and summary of the arguments presented in the readings and suggest an analysis of the reading and questions to open up the discussion. The presenter is required to provide his/her classmates with a 500-word paper that outlines the salient issues and matters of the topic discussed and presents a critical analysis of them. The presentation should last 15 minutes.

Final Paper

The final essay is to be submitted in Week 14 and it should be around 2500 words long. The weighted value amounts to 30% of the final semester grade. The final paper should be a critical assessment of students' placement experience. The students should engage on a critical reflection on their experience in the local organizations while articulating their analysis into the theoretical framework discussed in class through the readings. The organization work, aims, methodologies should be critically assessed in light of the theoretical analysis carried out through the different readings studied throughout the course. Building on the first journal submission, the final paper should provide a more in-depth analysis of the organization in which the student has volunteered: not only a description of the work the organization does, but a reflection along the course material, on the 'power dynamics' the students could 'observe' during their placement (the interaction with local/international partners, the cultural discourse underlining the approach to the specific thematic of the organization – i.e. women, child protection etc- the impact of this work on the community etc.)

A minimum of six (6) total sources are required. The student should refer to the material and readings discussed in class, but should also integrate the paper with at least three (3) sources outside the assigned readings. Papers more than 10% longer/shorter than the word limit will be penalized 2 points per each 100 words above/below the parameter.

Details on the format and style for the research paper will be provided by the instructor.

Please note that late submission of research papers will result in a 2 points deduction for each day they are late.

Course Schedule

Week	Date	Class Work	Homework	Exams, Trips and Holidays
Week		<i>Orientation Week</i>		
Week 1		Introduction to the course, placements readings and assignments	Introduction- questionnaire: How do you know Jordan and the Middle East? What do you know about your placement? Participant observation as a method of research. What is it?	
MODULE 1 (WEEK 2-5): SETTING ANALITICAL AND HISTORICAL FRAMEWORKS				

<p>Week 2</p>		<p>Framing the study of the CBL course: Orientalism, NGOs and the need to challenge hegemonic discourses and privilege</p>	<p>Said, Edward W. <i>Orientalism</i>. New York: Vintage, 1979. (Introduction pp. 1-28)</p> <p>Danielle Endres & Mary Gould (2009) "I Am Also in the Position to Use My Whiteness to Help Them Out": The Communication of Whiteness in Service Learning, <i>Western Journal of Communication</i>, 73:4, 418-436</p> <p>Kathryn Lundstrom <i>Orientalism and the Neo-Imperialism of 'Voluntourism'</i> January 27, 2017 https://bainesreport.org/2017/01/orientalism-and-the-neo-imperialism-of-voluntourism/</p> <p>Kamat, Sangeeta. "NGOs and the New Democracy The False Saviors of International Development." <i>Development and Modernization</i>, Vol. 25 (1) - Spring 2003</p>	
<p>Week 3</p>		<p>Jordan 101: political and social actors</p>	<p>Tell, Tariq. <i>The Social and Economic Origins of Monarchy in Jordan</i>. Basingstoke: Palgrave Macmillan, 2013. 15-27.</p> <p>Abu-Rish, Zaid. "The Facade of Jordanian Reform: A Brief History of the Constitution." <i>Jadaliyya - جدلية</i>. May 31, 2016. Accessed January 22, 2019. http://www.jadaliyya.com/pages/index/24563/the-facade-of-jordanian-reform_a-brief-history-of-</p> <p>Vig, Noel Daniel. "JORDAN – Democratic Transition in Jordan." <i>The Maghreb and Orient Courier</i>. December, 2016. Accessed January 22, 2019. https://lecourrierdumaghrebetdelorient.info/focus/jordan-democratic-transition-in-jordan/.</p> <p>Ababneh, Sara. ""Do You Know Who Governs Us? The Damned Monetary Fund"." <i>MERIP</i>. July 2018. Accessed January 22, 2019. https://merip.org/2018/06/do-you-know-who-governs-us-the-damned-monetary-fund/.</p> <p>Yom, Sean, and Wael Al-Khatib. "Youth Revolts and Political Opposition in Jordan." <i>The Washington Post</i>. December 20, 2018. Accessed January 22, 2019. https://www.washingtonpost.com/news/monkey-cage/wp/2018/12/20/youth-revolts-and-political-opposition-in-jordan/?fbclid=IwAR1qSQ4ZQcJCvtCAOSpyvaiLWD_lvmsICjDoZhCGpHcZvJ-le48PP7QefKM&noredirect=on&utm_term=.e426bc4b458.</p>	

<p>Week 4</p>		<p>Discovering Amman: geography, identity and politics</p>	<p>Achilli, Luigi. <i>Palestinian Refugees and Identity: Nationalism, Politics and the Everyday</i>. London: I.B. Tauris, 2015. Chapter 1</p> <p>Achilli, Luigi. "In Search of Dignity: Political Economy and Nationalism among Palestinian Camp Dwellers in Amman." <i>HAU: Journal of Ethnographic Theory</i> 8, no. 3 (2018): 672-85. doi:10.1086/701011.</p> <p>Robert B. Potter, Khadija Darmame, Nasim Barham, Stephen Nortcliff "Ever-growing Amman", <i>Jordan: Urban expansion, social polarisation and contemporary urban planning issues</i> Habitat International, Volume 33, Issue 1, January 2009, Pages 81-92</p> <p>Christopher Parker, Tunnel-bypasses and minarets of capitalism: Amman as neoliberal assemblage <i>Political Geography, Volume 28, Issue 2, February 2009</i>, P 110-120</p> <p>Najib B Hourani <i>Urbanism and Neoliberal order: the Development and redevelopment of Amman</i> Journal of Urban Affairs 36 (s2), 650-662, 2014. 8, 2014.</p>	<p>City Tour</p>
<p>Week 5</p>		<p>Jordan economy</p>	<p>Dr. Yusuf Mansur Bashar Al-Khatib Wael Abu Anzeh "Economic Policy in Jordan" Rosa Lussemburg publication pp 6-22 http://www.rosaluxemburg.ps/wp-content/uploads/2019/06/rosa-Jordan-study-English.pdf?fbclid=IwAR2BS_N7ZA1rTVFgLKe5eCtirPDqd4B0j251Q2YFllGlm_cy1DJ_-UN_iPY</p> <p>Imad el-Anis <i>Jordan in 2018: Too stable to fail too small to flourish</i> EIMed.Mediterranean Yearbook 2018.</p> <p>Jose Ciro Martinez <i>Leavening Neoliberalization's Uneven Pathways: Bread, Governance and Political Rationalities in the Hashemite Kingdom of Jordan</i> Mediterranean Politics Volume 22, 2017</p> <p>Daher, Rami. "Welfare Genocide: Rentierism, Neoliberalism, and the Corporatization of the Public Sector in Jordan." Edited by Emel Akçali. In <i>Neoliberal Governmentality and the Future of the State in the Middle East and North Africa</i>, 45-61. New York, NY: Palgrave Macmillan, 2016.</p>	
<p>MODULE 2 (WEEK 6-10): SOCIAL CHALLENGES PART 1</p>				

Week 6		Mid-term exam		
Week 7		Break		No class
Week 8		Civil society in Jordan: limits, challenges, contradictions	<p>Williamson, Winkie, and Hudi Hakki. "Mapping Study of Non State Actors in Jordan."</p> <p>Conrad, Anna. Civil Society organizations in Jordan: Between Society and State?</p> <p>al Nasser Heba. <i>New Social Enterprises in Jordan Redefining the Meaning of Civil Society</i>. Chatham House. September 2016.</p> <p>Curtis Ryan <i>Civil Society and Democratization in Jordan</i> pp 20-26</p> <p>Pascucci, Elisa. "The Local Labour Building the International Community: Precarious Work within Humanitarian Spaces." <i>Environment and Planning A: Economy and Space</i>, 2018. doi:10.1177/0308518x18803366.</p> <p>Zaidi, S. Akbar. "NGO Failure and the Need to Bring Back the State." <i>Journal of International Development</i> 11, no. 2 (1999): 259-71. doi:10.1002/(sici)1099-1328(199903/04)11:23.0.co;2-n.</p> <p>Kamat, Sangeeta. "The Privatization of Public Interest: Theorizing NGO Discourse in a Neoliberal Era." <i>Review of International Political Economy</i> 11, no. 1 (2004): 155-76. doi:10.1080/0969229042000179794.</p>	
Week 9		Youth empowerment in a neoliberal order: Creating new citizens cultures and classes.	<p>Sukarieh, Maysoun. "On Class, Culture, and the Creation of the Neoliberal Subject: The Case of Jordan." <i>Anthropological Quarterly</i> 89, no. 4 (2016): 1201-225. doi:10.1353/anq.2016.0073.</p> <p>Hantzopoulos, Maria, and Roozbeh Shirazi. "Securing the State through the Production of 'Global' Citizens: Analyzing Neo-Liberal Educational Reforms in Jordan and the USA." <i>Policy Futures in Education</i> 12, no. 3 (2014): 370-86. doi:10.2304/pfie.2014.12.3.370.</p> <p>READING To be assigned.</p>	

<p>Week 10</p>		<p>Archeology as politics in Jordan</p>	<p>- Corbett, Elena Dodge. <i>Competitive Archaeology in Jordan: Narrating Identity from the Ottomans to the Hashemites</i>. Austin: University of Texas Press, 2015. pp 1-20; 195-211.</p> <p>- Ronza M.E. - From an economic source to a cultural resource: community engagement in archaeology and CRM as a mean for sustainable tourism and preservation - Refereed Proceedings of the First Conference on Archaeology and Tourism of the Maan Governorate, 2018. - pp. 161-175</p> <p>Al Mahadin, Salam. "Tourism and Power Relations in Jordan: Contested Discourses and Semiotic Shift." Edited by Rami Farouk Daher. In <i>Tourism in the Middle East: Continuity, Change and Transformation</i>. Clevedon: Channel View, 2007. Pp 308-323</p>	
<p>MODULE 3 (WEEK 11-15): SOCIAL CHALLENGES PART 2</p>				
<p>Week 11</p>		<p>Gender in Jordan, a critical analysis</p>	<p>-Ababneh, Sara (2016) "Troubling the Political: Women in the Jordanian Day-Waged Labor Movement" <i>International Journal of Middle East Studies</i>, 48, pp 87-112</p> <p>-Jad, Islah (2004), The NGOization of Arab Women's Movement, http://www.ism-italia.org/wp-content/uploads/the-NGO-isation-of-arab-women-s-movements-by-islah-jad-2004.pdf (p. 1-11)</p> <p>Clark, J. A., & Michuki, W. M. (2009). Women and NGO professionalisation: A case study of Jordan. <i>Development in Practice</i>, 19(3), 329-339</p>	
<p>Week 12</p>		<p>Human rights in Jordan: miscellaneous</p>	<p>Readings to be assigned</p>	

<p>Week 13</p>		<p>The refugee crisis in Jordan: Syrian refugees</p>	<p>Achilli, Luigi. <i>Syrian Refugees in Jordan a Reality Check</i>. Report. Florence: EUI, 2015.</p> <p>Anna Kvittingen Marko Valenta Hanan Tabbara Dina Baslan Berit Berg The Conditions and Migratory Aspirations of Syrian and Iraqi Refugees in Jordan <i>Journal of Refugee Studies</i>, Feb 2015</p> <p>Snow John <i>Health and Status of Palestinian Refugees from Syria in Jordan</i>.</p> <p><i>Displaced Minorities: Migration and displacement trends of Somali, Sudanese and Yemeni refugees and other migrants in Jordan</i> (Mixed Migration Platform)</p> <p>Leghtas, Izza, and Dina Baslan. "We Need to Help Jordan's Other Refugees." Oceans. October 11, 2018. Accessed January 22, 2019. https://www.newsdeeply.com/refugees/community/2018/10/11/we-need-to-help-jordans-other-refugees?fbclid=IwAROUFxIbo8RZ2e0XmijZkBTjeGVaZuY7NSRsYBYwqLjEiYu-0FrzN_rDwb4.</p>	
<p>Week 14</p>		<p>No class</p>	<p>Final exam – online submission</p>	<p>Submi ssion final paper</p>
<p>Week 15</p>		<p>Reflection week</p>		