

<b>First Name: Fatemeh</b>	<b>Last Name: Farnia</b>
<b>Degree: PH. D.</b>	<b>Field of Study: English Language and Literature</b>
<b>Supervisors: Dr. Farideh Pourgiv and Dr. Morteza Khosronejad</b>	<b>Date: Feb. 2017</b>

## **A Comparative Study of the Model of Empowerment in Six Selected Iranian and English Young Adult Novels**

By focusing on and revising Elisheva Sadan's theory of empowerment and other studies in this domain, I have presented a model for studying empowerment in young adult fiction. This model encompasses five kinds of empowerment: linguistic; artistic; literary; psychological; and social, which are divided into two groups of textual and conceptual. In case the concept of empowerment is conveyed with words, I have classified it as textual and in case the general empowerment ideas are conveyed, I have put them in the conceptual category. In this dissertation I have studied six novels which are Patrick Ness's *A Monster Calls* (2011), Marcus Sedgwick's *Midwinterblood* (2011), and Aidan Chambers's *Dying to Know You* (2012), Jamshid Khanian's *Babor's Beautiful Heart* (1382Š/2003), Arman Arian's *Resurrection Begins*, volume three of the trilogy *Persians and I* (1382-1384Š/2003-2005), and Ahmad Akbarpour's *I'm Not My Dad's Servant* (1384Š/2007). After studying the novels, some new empowering techniques were noted and this led me to propose a specific model of empowerment for each of the six novels. In chapter five I have compared the three English novels with each other and proposed a model of empowerment for the three English novels. The same thing was done for the Persian novels. Finally, I have compared these two models and attained a general model for studying empowerment in young adult fiction. This final model of empowerment is the result of the whole study, and a modification of the original model of empowerment. This way, the methodology of the present dissertation is a combination of deductive and inductive with a comparative approach. Altogether, it is concluded that the selected English and Persian novels are good at presenting empowering techniques, although it seems that the three English novels are more after provoking critical reading and thinking in their readers. The three Persian novels, however, stressed the rich Persian culture and provoked more literary empowerment. Also one of the Persian novels, added two new kinds of empowerment to the model. Therefore, the final model of empowerment proposed in this dissertation contains seven kinds of empowerment: linguistic; artistic; literary; psychological; social, physical and philosophical ultimately dividing kinds of empowerment into affective, cognitive and psychomotor.

**Key words:** empowerment; model of empowerment; Young Adult Literature; young adult fiction