



## KIIS MOROCCO, Summer 2018

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RELS 399: Colonialism & Modernity in North Africa

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*Syllabus subject to change*



**Course Description:** North Africa has witnessed numerous social changes since the 19th century, from the age of colonialism to the present diversity of post-colonial regimes. Religion, especially Islam, has played a critical, if under-examined, role in the story of modern North Africa. This class studies the role Islam, especially in the form of Sufi brotherhoods, has played in the political and social changes taking place in North Africa over the past 200 years. Students will learn about the differing colonial strategies for governing Muslim majority societies, the rise of Islamic modernism, and the contested role of Islam in post-colonial North African states.

**Course Objectives:** By the end of the course, students will

1) Recognize and explain how Muslims in North Africa deployed religious symbols, texts and institutions in response to the unique cultural, political, and economic challenges of Western modernity as encountered through European colonialism.

- 2) Be able to recognize the diversity of North African responses to Western Modernity and European Colonialism – and point to the differences in colonial administration, political and religious ideologies, and local conditions that account for these varied responses.
- 3) Know and be able to distinguish between the key terms, thinkers, and texts of postcolonial discourse.
- 4) Apply their understanding of the history of modernization and colonization in North Africa to better understand the current political and religious landscape of North Africa, and the larger world.

## Required Texts

(Used copies or earlier editions of any of these books will work fine. Texts with an \* are recommended for purchase but not required)

Albert Memmi, *Pillar of Salt*

Jonathan Wrytzen, *Making Morocco*

Ellen J. Amster, *Medicine and the Saints*

Julia A. Clancy-Smith, *Rebel & Saint*

Sahar Bazzaz, *Forgotten Saints*

\*Franz Fanon, *The Wretched of the Earth*

\*Edward Said, *Orientalism*

\*Hamid Dabashi, *Brown Skin, White Masks*

\*Cemil Aydin, *The Idea of the Muslim World*

## Grading

Preparation and Engagement: 40%

Reading Notes: 40%

Analysis Paper: 20%

A = 90-100%      B = 80-89.99%      C = 70-79.99%      D = 60-69.99%      F = 59 and below

## Course Requirements

### Preparation and Engagement (40%)

In this class, you do not receive credit simply for showing up. You must come to class prepared, having completed any readings and homework, ready to contribute to discussion and group work each day. Reading preparation will occasionally be evaluated through pop quizzes. If you are unprepared for the day's work, you will not receive P&E credit for the day. Tardiness, sleeping, texting, non-class related internet usage, or otherwise disruptive or disrespectful behavior will result in a loss of credit for the day. Finally, in order to participate actively, you must **always bring the reading assignments to class.**

### Reading Notes (40%)

Students will be expected to fully read the texts ahead of time and come to class prepared to participate in discussion. To aid this process, you will be required to prepare written “Reading Notes” and bring them to class the day we discuss the reading (see formatting instructions below). **There will be 6 Reading Notes due over the course of the term.** Reading notes are graded on a pass/fail basis. If students fail a Reading Note, they may revise it within 1 week or replace it with an additional reading note later in the term.

### **Analysis Paper (20%)**

The day before the final class (Wednesday, July 18th), students will turn in a 1000-1250 word analysis paper. These papers will analyze a single primary source in relation to relevant themes from the course. For the sake of this paper, primary sources can include other texts not read or discussed in class, art and architecture encountered during our time in Morocco, museum displays, conversations with Moroccan’s, etc. A detailed assignment sheet and rubric will be provided at least one week before the due date.

## Reading Notes Format

The structure is a **5 point outline** (12 pt font, SINGLE spaced; do **NOT** exceed one page). At the top of the page, you must include a full header (name, RELI 399, date) and a full bibliographic listing of the work in question — e.g.: Michael Muhammad Knight, *Journey to the End of Islam*, (Soft Skull Press, 2009), 1-67. Select **ONE** of the **Secondary Source** readings for that day and outline it using the following format:

**I. What is the thesis of the article/chapter?** This should be as close to one sentence as possible. You must state, *in your own words*, the author's main argument.

**II. Define Key Terms. Pick 1-2.** What are the relevant terms we need to remember from this reading? What phrase or series of phrases does the author continuously use? These may be in English or in a foreign language; e.g. "*taqlid*" or "Modernity." In 1-2 sentences, **define** the terms in your own words, talk about their significance for the work in question and/or how the author might be *uniquely* defining or redefining them.

**III. Juicy quotes! Limit 2.** A "juicy quote" is one that helps you understand the author's main point, and, perhaps, the author's secondary or tertiary points.

**IV. Situate the Reading.** In **one paragraph**, discuss how the reading relates to the other readings for today or to readings from previous classes. Does it help you to better understand a primary source text? Does it provide helpful historical background? Does it give a different take on information from another reading? This paragraph is not meant to be comprehensive, but gesture at what you think are the most important and helpful aspects of the work.

**V. 1-2 Discussion Questions.** Once you've demonstrated you have a handle on the work as a whole, formulate 1-2 discussion questions that you think will engage the class. These should be open ended questions, rather than straightforward factual ones. Good questions will invite us to debate an author's definition or usage of a term, ponder a particularly evocative passage, explore the strengths and weaknesses of an argument, or relate the reading to previous course material or current events. Make sure that you *cite* specific passages in the book or article so that we can re-read and discuss them together.

## **Tentative Schedule:**

- June 22: Depart United States  
June 23: Arrival, orientation and neighborhood tour  
June 24: Welcome reception  
June 25: Rabat city excursion  
June 26: **Islam & Modernity** – Ira Lapidus, “Islamic Revival and Modernity,” 444–460.  
June 27: **Islam & Modernity** – Kurzman, ed. *Modernist Islam: A Sourcebook*, 50-60.  
June 28: **European Colonialism in North Africa** – Wyrzten, *Making Morocco*, 93-135.  
June 29: **European Colonialism in North Africa** – Wyrzten, *Making Morocco*, 136-178.  
June 30: Group Overnight Excursion  
June 31: Group Overnight Excursion  
July 1: **European Colonialism in North Africa** – Memmi, *Pillar of Salt*, selections.  
July 2: **European Colonialism in North Africa** – Memmi, *Pillar of Salt*, selections.  
July 3: **European Colonialism in North Africa** – Memmi, *Pillar of Salt*, selections.  
July 4: **European Colonialism in North Africa** – Amster, *Medicine and the Saints*, 17-50.  
July 5: **European Colonialism in North Africa** – Amster, *Medicine and the Saints*, 51-81.  
July 6: Free Day  
July 7: Group Overnight Excursion  
July 8: Group Overnight Excursion  
July 9: **Sufism & Resistance** – Evans-Pritchard, *Sanusi of Cyrenaica*, selections.  
July 10: **Sufism & Resistance** – Clancy-Smith, *Rebel & Saint*, selections.  
July 11: **Sufism & Resistance** – Clancy-Smith, *Rebel & Saint*, selections.  
July 12: **Sufism & Resistance** – Bazzaz, *Forgotten Saints*, selections.  
July 13: **Sufism & Resistance** – Bazzaz, *Forgotten Saints*, selections.  
July 14: Free Weekend  
July 15: Free Weekend  
July 16: **Anticolonialism, Postcolonialism, Neocolonialism** – Fanon, *The Wretched of the Earth*, selections.  
July 17: **Anticolonialism, Postcolonialism, Neocolonialism** – Said, *Orientalism*, selections.  
July 18: **Anticolonialism, Postcolonialism, Neocolonialism** – Dabashi, *Brown Skin, White Masks*, selections.  
**ANALYSIS PAPER DUE**  
July 19: **Anticolonialism, Postcolonialism, Neocolonialism** – Aydin, *Idea of the Muslim World*, selections.  
July 20: Farewell Ceremony & Reception  
July 21: Depart Rabat