



KIIS Morocco Program, Summer 2024

HON 300 / IDST 350 Topics: Cultural Memory and Colonialism in Morocco

Instructor: Prof. Nisrine Slitine El Mghari

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Instructor's office hours: on site and by appointment

Syllabus subject to change

1. Course Description:

This course invites students to discover the rich and diverse culture of Morocco, and the complex history of this sharifian Kingdom as a site of cultural memory. Students will examine the local traditions and popular cultures, and marginalization of indigenous people of Morocco as an outcome of the long history of colonization, discrimination, and modernization. In this course, students will discuss how the quest for the past of these sites, both material and immaterial, is crucial for the revival and interpretation of the local popular cultures today. Students will identify themes and how oral and textual cultures interconnect, are transmitted, and sometimes discontinued. By examining folktales and popular songs, and exploring gardens, city gates and ramparts, the *medina* (historic quarter) and the *mellah* (Jewish quarter), but also visual and traditional performing arts as sites of memory, students will explore how the Moroccan cultural heritage constitutes so much more than just a narrative; and stands as a crucial component in the conception of the Moroccan national identity.

2. Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

3. Course Objectives and Specific Learning Outcomes:

- Students will be able to describe different genres of cultural heritage as sites of memory in diverse and complex environments such as colonial and postcolonial societies;
- Students will question cultural memory and the construction of identity in the Maghreb (Morocco, Algeria, Tunisia)
- Students will discuss the historical and cultural contexts that have contributed to the formation of national identities in North Africa;
- Students will examine how conceptual cultural heritage reflect a collective history related to colonization and modernization;
- Students will critically analyze notions of self, gender, race and ethnicity as shifting social constructs while studying the folklore as a reflection of North African and its connections to sub-Saharan and European societies (namely France and Spain).
- Analyze and present orally how various forms of informal and traditional artistic expressions reflect marginalization of indigenous peoples, local traditions, and popular cultures of the Maghreb as an outcome of the long histories of colonization, discrimination, and modernization.
- Create and narrate a folktale that addresses issues such as ethnic relations (interracial relations) and/or race (interracial group relations and inequality among groups).

4. Major Topics covered in the Course:

- Architecture of Moroccan Imperial cities (Fez, Marrakech, Rabat, Meknes): Mosques, Madrasas & City Gates
- The medina (the historic quarter) and Riads
- The city square and the *halqa* tradition
- The Mellah (the Jewish quarter) then and now
- Gardens
- The Colonial City
- Moroccan Festivals: Gnawa and Gnawi music
- Tbourida (Moroccan fantasia/equestrian)
- North African Amazigh Folkloric dances

6. Required Readings: Students will be given a course reader before they leave for Rabat and/or will have some materials available on YouTube.

Videos/films:

"The Kingdom of Morocco BBC Documentary"

<https://www.youtube.com/watch?v=S4vkN7PqEA>

"FOUND IN MOROCCO", FEZ AND MEKNES, 1930S

<https://www.youtube.com/watch?v=kXO9pmDL0m8>

Morocco Architecture: What to See in Morocco's Imperial Cities

<https://www.youtube.com/watch?v=YVWP1tTLITU>

Tinghir-Jerusalem: Echoes from the Mellah (2013), Kamal Hachkar

"Compass: The world of Gnawa"

<https://www.youtube.com/watch?v=knHV0Opz6JI>

Le Noir Gnawa Lila

<https://www.youtube.com/watch?v=x5RfXHcv1Jc>

"Tradition, art blend in Morocco 'tbourida' cavalry charges"

<https://www.youtube.com/watch?v=Hx6fa9AQCeU>

"Moroccan Fantasia (The tbourida)"

<https://www.youtube.com/watch?v=ok1fxTMCaMQ>

Readings :

"Chouki El Hamel's Black Morocco : A History of Slavery, Race, and Islam "The Gnawa and the Memory of Slavery"

Deborah Kapchan's "The Festive Sacred and the Fetish of Trance Performing the Sacred at the Essaouira Gnawa Festival"

Excerpts from Miriam Adelman & Kirilly Thompson's *Equestrian Cultures in Global and Local Contexts*

"Dancing for the Moroccan State : Ethnic Folk Dances and the Production of National Hybridity" *North African Mosaic: A cultural reappraisal of Ethnic and religious Minorities*, Eds. Nabil Bouderaa and Joseph Krause

7. Graded Assignments:

Grading scale

A = 100-90 B = 89-80 C = 79-70 D = 69-60 F = 59-0

Attendance (20 %)

Participation and assiduity are key to your success in this course. You will be marked primarily on evidence of 1) regular attendance and engagement, 2) prior preparation and completion of homework assignments, 3) active participation individually and in small groups. Students will be expected to attend all classes. Two absences will be permitted with no penalty; for each absence after that, the attendance grade will be lowered by 5%. Class

In-Class informal presentations: (25%): Students will give a daily brief (1-2 minutes) oral report/comment on the reading assignment. You may choose your own (audio/visual) text, but you should be ready to explain how it connects to that day's reading assignment.

Homework (25%)

Students will be asked to write weekly homework assignments, which will be short-answer questions designed to show that they are developing a familiarity with different aspects and content of the course.

Final Project (30%)

Students will create a “Cultural Memory and Colonialism in Morocco” final project. It can be in the form of a journal, an annotated photojournal, a virtual tour, *create and narrate a folktale* that addresses issues such as ethnic relations (interracial relations) and/or race (interracial group relations and inequality among groups), or another design proposed by the student. Students will create work based on the sites visited and events they participate in during the course. Their goal will be to produce a document that will introduce other students to Cultural Memory and Colonialism in Morocco.

8. Attendance Policy:

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

9. Disability Accommodation:

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Admissions and Enrollment Specialist, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Admissions and Enrollment Specialist, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

10. Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director, Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Ena Demir (270-745-6867 / ena.demir@wku.edu) or WKU's Title IX Investigator, Michael Crowe (270-745-5429 / michael.crowe@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eeo/titleixbrochure2020.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.