

Located at a cross-road of continental landscapes, cultures and civilizations, **Morocco** is a gateway connecting East with West, inviting a third space for linguistic hospitality, regional prosperity and glocal security.



Hosting Morocco's political, economic, cultural and human capital **Rabat** is a City of Lights where tradition courts modernity, clustering a cultural space where diversity conspires for unity and where contrast aspires for harmony inspiring cross-cultural understanding, trans-cultural cohabitation and inter-state integration.



Adding decorum and prestige to the **Rabat** capital city, **U.I.R.** is a model university that aligns interdisciplinary, multicultural and comprehensive study programs that deliver a world-class academic training on a range of scientific disciplines, research skills and customized curricula by providing an attractive High Tech learning environment coupled with a broader portfolio of professional field-work options, research internships, employability pathways and inter/national exchange opportunities.



Inspired by U.I.R.'s core vision and mission statements aspiring to International standards of learner training, professional internship and academic research **MEdiNA** is an innovative study program where language upskilling, cultural immersion and academic achievements nurture life-changing experiences that convene to open up venues for new career-building, inter-faith dialogue, peace-making initiatives and international outreach narratives.



#### **MEDINA'S CORE VALUES**

- Appreciation for Trans-Cultural Diversity
- Enhancing Glocal Awareness
- Promoting Civic Responsibility
- Inspiring Youth Leadership
- Cultivating Interfaith Dialogue
- Bridging Cultural Understanding
- Upgrading Personal & Professional Fulfillment.



STUDIES PROGRAM  
UIR





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## WELCOME TO MEDINA STUDIES PROGRAM AT UIR

“Your immersion in the MEdiNA region starts here!”

### UIR's Exchange and Study Abroad Programs

UIR offers a wide range of International Exchange opportunities to students from our partner universities who plan on coming to Rabat to study and/or do research for a semester or a year-long enrollment at UIR. Students joining our schools through the Partnership Exchange Program will study alongside UIR students on existing UIR courses as designed by the different colleges, supervised and coordinated by the DRIP (Directory of International Relations & Partnerships) management team.

Designed for students opting for a first-hand overseas experience for either a semester or a full academic year from a Study Abroad partner institution, the MEdiNA Semester Abroad is a prime study program from a leading accredited university entitled to offer exchange students a maximum flexibility of course choice, length and credit value allowing them to select the modules they wish to take across UIR's existing courses, internship opportunities and research facilities.

### MEdiNA Studies Program In-brief

Embracing UIR's core values, the MEdiNA Studies under/graduate program aspires to provide quality, interdisciplinary education to majors in humanities and social sciences in the Mediterranean, North African and Middle Eastern region in order to prepare them for careers in the public and private sectors and for further professional education in international studies and other appropriate research fields, work environments and study programs: namely, political science, business schools, education, art and culture, religion, history and anthropology, language and communication centers, to name but a few. Students will be prepared with the necessary communication, academic and research skills to pursue careers in law firms, diplomacy, international affairs, social sciences, multinational NGO's, international institutions, embassy services, media and graduate study programs in international studies in the MED region, the Middle East, North Africa and beyond.





## Are you ready for UIR? Check it out >> [www.uir.ac.ma](http://www.uir.ac.ma)

The International University of Rabat is one of Morocco's leading modern universities, with a strong reputation for teaching excellence, highly trained faculty, topped off with staff and student satisfaction, alongside locally notable and internationally recognized research strengths.

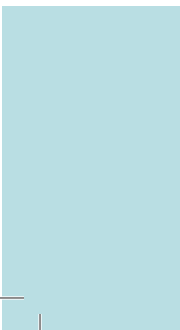
Based in Rabat, the capital city of Morocco, the university extends at the crossroad of the African continent, the Mediterranean, U.S. oriented Atlantic, Europe, North Africa and the Middle East. With its unique location, UIR is constantly within reach of the most vibrant, artistic, cultural and political events, academic venues, touristic resorts and locations.

UIR takes pride in playing a unique role in the region, contributing significantly to the regeneration of educational and scholarly needs of students and professionals, raising youth aspirations and encouraging future generations, particularly from partner colleges and universities, and attracting more and more international students on alternate Summer Schools, year-round Arabic intensives, and Semester Abroad Programs to a wide range of international students considering university degrees in specific MEDiNA area studies and majors.

The MEDiNA acronym prescribes a multidisciplinary, multicultural digest recipe promoting a local cultural flavor, mastered with an in-house touch to value the unique location of Rabat, Morocco and the whole region, reaching out towards the Middle East, the Western world, and extending further to Northern Europe and Sub-saharian African countries. It offers study programs that highlight the strategic geo-politics, emblematic post-colonial history, linguistic and cultural diversity, as well as the socio-economic and diplomatic narratives in the Maghrebi, the Middle Eastern, the Mediterranean societies and beyond.

Hosted in the Rabat Political Sciences and UIR's School of Languages, Cultures and Civilizations (LCC), the MEDiNA Studies Program is one of the largest and academically innovative departments of its kind in the country. The program offers associated area studies courses with regional expertise on North Africa, the Mediterranean, the Middle East, and adjunct artistic, cultural and development studies. Its training and research portfolio issues a range of credit/non-credit courses in interdisciplinary humanities, social sciences, language upskilling, cultural immersion and related area studies. In addition to a customized language and study skills program, where students are expected to acquire proficiency in at least one MEDiNA language, (Arabic, Amazigh and/or French), MEDiNA majors offer students the opportunity to develop an understanding of the complex and dynamic historical, cultural, political, economic, linguistic, and religious issues in the region as well as their inherent inter/national interconnections through a rich and diverse course choices, research projects and internship options.

The ever evolving and customized course packs of the MEDiNA program draw on the expertise of faculty from a wide variety of academic disciplines, professional backgrounds and departments, including applied linguistics, communication, fine arts, cultural studies, sociology, anthropology, history, gender and women's studies, drama & literature, music, politics and religious studies. The faculty of humanities and social sciences at the MEDiNA area studies program is a large and diverse faculty, proud of the quality of their course work, *ad hoc* assignment pack training and post/graduate research programs, which are underpinned by an excellent and expanding research base and by advanced professional practice and field work expertise.





## MEdiNA Arabic Language Programs ALI (Arabic Language Institute)

### Arabic Semester Abroad Program

The Arabic Semester Abroad program aspires to significantly increase students' Arabic vocabulary and their ability to communicate with confidence in the target language. ALI Program curriculum is designed to facilitate, through cultural immersion and intensive learning, the equivalent of one year of Arabic instruction at non-Arabophone universities. All study programs include instruction in Modern Standard Arabic. Classes in the colloquial dialect (darija) will also be offered to help students interact with the community of students and staff on campus and perform their everyday tasks and duties. Participants will be able to apply classroom learning while exploring the picturesque sociocultural setting of Rabat downtown, attending seminars and workshops in Arabic or bargaining at Rabat's street souks!

### Arabic Summer Program

The Summer Arabic program seeks to significantly increase students' fluency in Arabic and enhance their ability to communicate with confidence in the target language. Instruction will be offered in reading, writing, listening and speaking Modern Standard Arabic. Classes in the colloquial dialect will be offered to help students with everyday communication with their host families, at school, and in the community. Participants will have opportunities to put their language skills to use through community service, arts and crafts classes, sports, music performances, and presentations.

### Credit/Non Credit

The Arabic Language Institute offers students an opportunity to earn 9 to 12 credit hours while spending up to ten weeks in Rabat, Morocco.

### Tips

Morocco offers an exciting mix of cultures. The country sits at the crossroads of three cultures: Arabic, European and Amazigh. Most Moroccans are trilingual. It is not surprising to often hear people using French, Arabic and Amazigh all in one sentence! The country's location at the cross-road between East and West, North and South, has fostered a long history resulting in wide-ranging trade, students mobility and international exchange with its Mediterranean neighbors, the Middle East and beyond.

Rabat is a fascinating cosmopolitan city where the old and new local and world cultures coexist in perfect harmony. The city features a beautiful mixture of modern lifestyles and cultural traditions. Students have the choice of either enjoying the comfort of living on UIR dorms or sharing the exquisite lifestyle with host families from all walks of life and socio-economic backgrounds.

### Program Highlights

- Choice of Campus dorms or home-stay with selected Moroccan families
- A wide range of levels: Elementary, Intermediate and Advanced levels of Modern Standard Arabic
- Four to six hours of Colloquial Moroccan Arabic every day
- Small classes (Ten to twelve students)
- Brown bag seminars in Darija (local colloquial Arabic) on current events and everyday issues
- ALI library has texts on Arab, North African and Islamic studies
- The Institute is located on UIR campus that offers sports facilities, an olympic swimming pool, a laundromad, a food court, security, transport and comfort.





## Spring 2017 Arabic Language Course Offerings

**ARABIC 101 - Modern Standard Arabic Level I (3hrs)**

M/W: 09:00 - 10:20 + 10:30 - 12:00

**ARABIC 102- Modern Standard Arabic Level II (3hrs)**

T/Th: 09:00 - 10:20 + 10:30 - 12:00

**ARABIC 103- Modern Standard Arabic Level III (3hrs) T/Th: 09:00 - 10:20 + 10:30 - 12:00**

Arab Culture, Politics, Society & Literature Courses

**ARAB 201- Postcolonial Moroccan Literature in Translation\* (2hrs-in French and/or English)**

(M- 14:00-16.00) Cross-listed with AMST/ENGL/CMPLit. at home universities

**ARAB 202- Contemporary Moroccan Culture\* (2hrs – in English)**

T.- 14:00-16:00 Cross-listed with ENGL/CMPL/Int. Studies at home universities

**ARAB 203 Aftermath of the Arab Spring on Moroccan Socio-economic life\*(2hrs -in French and/or English) Wed.- 14.00-16.00**

Cross-listed with CMPL/Int. Studies/Sc. Po. at home universities

**ARAB 204 Islamic Banking/Finance\* (2hrs- in French and/or English) Th.-14.00- 16.00**

Cross-listed with CMPL/Int.Studies/Sc. Po. at home universities .





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## MEDiNA Area Studies and Majors

The under/graduate program in MEDiNA Studies at UIR offers a rigorous interdisciplinary curriculum in which students develop proficiency in Modern Standard Arabic and the Moroccan dialect "darija", as well as academic training in courses that examine Mediterranean/Middle Eastern sociology, politics, business, history, Islamic studies, and cultural, literary, linguistic, gender and conflict studies. They are also immersed in a series of *ad hoc* seminars, run by professionals, where they engage in a critical examination of contemporary issues and methodologies in the field of Mediterranean/Middle Eastern Studies.

Students choose from a variety of courses towards their majors\* in the following area studies:

- MSA, Modern Standard Arabic, (Elementary, Intermediate, Advanced)
- *Darija*, Colloquial Moroccan Arabic, (Elementary, Intermediate)
- *Amazigh*, (Elementary)
- Mediterranean/North African Literatures (Arabic, French, Amazigh)
- North African Cultural History
- History of the Arabo-Islamic World
- Islamic/religious Studies
- Islamic Feminism
- Islamic-Jewish/inter-Religious Dialogue
- Andalusian Studies
- North African Cinema
- Gender and Society in the MENA
- Language and Identity Politics in North African Societies
- Culture and Society in the MEDiNA
- Sociology of Islamic Arts
- "Arab Spring" Studies
- Research Methodologies & Study Skills
- Topics in MEDiNA Studies. This option allows students to create a self-designed major with the approval of the Director of (Graduate) Studies.

\* : More courses available upon request and class fills





## LIST OF COURSES IN ENGLISH ACADEMIC YEAR 2017-2018

<ul style="list-style-type: none"> <li>• Gender, Feminism and Women Empowerment in MENA region</li> </ul>	Mrs. Soumaya Belhabib
<ul style="list-style-type: none"> <li>• Introduction to Moroccan Cinema</li> <li>• Andalusian Studies</li> </ul>	Mr. Mourad El-Fahli
<ul style="list-style-type: none"> <li>• Mediterranean Dialogues : Governance</li> <li>• Systems and Politics of the Middle East</li> <li>• Ethical Practices in Media across the Mediterranean</li> </ul>	Mr. Badre Abdesslame
<ul style="list-style-type: none"> <li>• Moroccan Law/Politics</li> </ul>	Mr. Taoufiq Gazoulit
<ul style="list-style-type: none"> <li>• The History of the Middle-East</li> <li>• US Foreign Policy in the Middle East</li> <li>• Religion and Politics in the Middle East</li> </ul>	Mr. Jeremy Gunn
<ul style="list-style-type: none"> <li>• Contemporary Security Affairs in North Africa</li> <li>• Islamist Movements in North Africa</li> </ul>	Mr. Philip McDaniel
<ul style="list-style-type: none"> <li>• Islamic Feminism and the Challenges of Modernity</li> <li>• Women, Justice and Subversion in Mediterranean Intellectual &amp; Spiritual Heritage</li> <li>• Interfaith Dialogue in Jewish, Christian and Islamic Ethics</li> </ul>	Mrs. Johanna Buisson
<ul style="list-style-type: none"> <li>• North African Literature in Translation</li> <li>• North African Cultural Studies</li> <li>• Contemporary Moroccan Society and Culture</li> </ul>	Mr. Najib Mokhtari
<ul style="list-style-type: none"> <li>• Modern Arab Political Theory</li> </ul>	Mr. Mohammed Hashas
<ul style="list-style-type: none"> <li>• Readings in Moudawana (Moroccan Family Code)</li> <li>• Women's Rights in Morocco</li> </ul>	Mrs. Hakima Fassi Fihri
<ul style="list-style-type: none"> <li>• Marketing &amp; Business Strategies in North Africa</li> </ul>	Mr. Nacef Mouri
<ul style="list-style-type: none"> <li>• Morocco, Spain and the Mediterranean,</li> </ul>	Abdessamad Fatmi
<ul style="list-style-type: none"> <li>• Conference courses on individual research/internship projects</li> <li>• Street Ethnographies: Narrating the City</li> </ul>	Mr. Najib Mokhtari
<ul style="list-style-type: none"> <li>• Thesis Courses</li> </ul>	Mr. Najib Mokhtari (and other UIR faculty members)
<ul style="list-style-type: none"> <li>• The Arab Spring and the Birth of the Arab Citizen</li> <li>• Introduction to the Qur'an</li> </ul>	Mohsine El Ahmadi
<ul style="list-style-type: none"> <li>• Religion and Politics in the MENA Region</li> </ul>	Mrs. Merieme Yafout
<ul style="list-style-type: none"> <li>• Morocco and the United States: A Cross-Cultural Inquiry</li> </ul>	Mr. Aaron Ashby
<ul style="list-style-type: none"> <li>• Music Cultures &amp; Trends in MENA</li> </ul>	Mr. John Villa
<ul style="list-style-type: none"> <li>• History of Jews in Morocco</li> </ul>	Mr. Aomar Boum



## COURSE DESCRIPTIONS

### COURSES IN ENGLISH

### ACADEMIC YEAR 2017-2018

#### JEREMY GUNN

##### **1. Interacting Civilizations: A History of Muslim Societies from the Mediterranean Basin to the Iranian Plateau**

This is a one-semester general introduction to the history of the Middle East from the time of the Prophet to the present, with a relative emphasis on: (1) the time of the Prophet and Rashidun, (2) the "golden ages," (3) the "interaction of civilizations" between the Middle East and Europe, (4) Morocco's role in the larger history (with a special section on Fez), and (5) the modern period from the late 19th-century to the present. (Note: it does not include India and the subcontinent, Asia, or sub-Saharan Africa.)

##### **2. The United States and the Middle East**

The course will emphasize the role of the United States in the Middle East from 1942 to the present, with a brief look at pre-World War II involvements of the US in the Middle East, including the Barbary wars, gunboat diplomacy (particularly in Izmir and Tangier), and cultural relations in the 19th century. It will include the US role in the Israeli-Palestinian dispute.

##### **3. Religion and Politics in the Modern Middle East (case studies)**

The course will offer comparative case studies of 20th and 21st centuries in Egypt, Saudi Arabia, Lebanon, Iran, Israel, and Turkey. Although there will be references to Morocco, it will not be one of the case studies.

#### NAJIB MOKHTARI

##### **4. Contemporary Moroccan Society and Culture**

This class is an opportunity to engage critically with all aspects of expectations and past experiences studying in/about Morocco, and further your understanding of various constituents of Moroccan culture and society. The readings and topics we will address include language, gender and social issues, literature, religion, arts, politics, etc... We will take into account the heterogeneity of the Moroccan society and keep in mind the country's connection to its broader cultural and geographical context. We will aim at viewing Morocco from a local standpoint while simultaneously relating it to your own perspectives in a comparative approach in order to highlight the dynamics of Moroccan culture, identify the major patterns that make it up and what assess the drives the behavior, attitudes, values and judgments of Moroccans.

##### **5. Introduction to Contemporary Moroccan Literature in Translation**

This course invites students to reflect on the ways Modern Moroccan literature engages with the changing socio-economic and political conditions of the country and the Maghreb at large since the second half of the twentieth century. Taking into account the heterogeneity of this literature, as well as its ideological underpinnings, the textual politics it entails, and the way it relates to the broader geo-political context, we will reach a better understanding of Moroccan society by approaching "literature" in the broader sense of "cultural" and "textual" expression, and by including secondary readings from neighbouring countries. Special attention will be given to the following themes: gender issues, religion, identity politics, traditions vs. modernity, colonialism, and the language issues.

##### **6. Street Ethnographies: Narrating the City**

The course will probe ways qualitative social scientists study segments of urban communities to prescribe the spatialized culture that the city can produce and assess the way cultural patterns are indicted and expressed spatially as live/raw street performances that enact/reflect moments of truth and refashion the



cultural unconscious of society. Relying on readings on the ethnography of cultural space and archaeologies of place to determine ways spatial relations, dialogues and discursivities are articulated in virtual and real social environments, the field work part of the course invites students as observers to gather experience-accounts of street life in urban crowds, gatherings and encounters and invoke interactive exposure of case studies to be elaborated into accountable ethnographies of space. Students will be trained to uncover the trans national telling of patterns of Moroccans' everyday life styles, behavior mapping and character stereotyping and engage with patterned performances of powerful street tales about gender dynamics, religious practices, business transactions and other social issues/conflicts in different places within Rabat.

The course will allow students to study various ethnographic treatments of segments of urban communities in Rabat streets, squares and public spaces, using interactive contacts with pedestrians, street vendors, customers and other street users, but also through local films, published articles/books and TV sitcoms, as guideline tools to accommodate their own independent research on the streets of Rabat. One major objective of the course is to underscore possible links between the physical encounter with cases of city discomfort within and/or the anxiety of experiencing the city as a new space with a pastiche of mixed references, on one hand and the meanings that visiting city dwellers as transit citizens read off screens and literature on public place and delve into their own private space, on the other.

To do these tasks, fulfill their assignments and meet the course learning outcomes, students are expected to form production teams of two or three observers, gathering data accounts and turning that research into an end of term paper project. Mixing amateur journalism, picturing techniques with ethnographic methods will enhance students' skills at doing archival and social research, participant-observation reporting, interviewing techniques, communication skills and journalistic methods. Ultimately, this course is intended to be a rigorous and exciting opportunity for exchange students to tell empirically grounded stories using the voices of their subjects and recording the sounds, colors, sights and signs of their "home"/ host city.

## MOURAD EL FAHLI

### 7. Al-Andalus Revisited: Readings in Literature, Culture, Society and History

The Muslim conquest of Spain in 711 inaugurated a complex society that was to endure nearly eight hundred years. This development has given rise to Spain's designation as a "land of three religions" and Spain's reputation as premodern Western Europe's foremost "pluralist" society. This course seeks to explore the specificity of medieval *convivencia* (coexistence), a topic that continues to be the object of attention for a range of scholars and many beyond the academy who have found it pertinent to highlight an understanding of our own age. The course focuses on religious, intellectual, and cultural contacts and their socio-psychological dynamics, placing these narrative in various historical and at times (very partial) geographic, aesthetic, cultural, linguistic, political, economic, and religious contexts. The course centers on written sources but does not wholly neglect iconography, music, and architecture. The course will also introduce participants to the literatures of medieval Spain, with particular focus on those that flourished in areas under Muslim rule. Students will read canonical works of Andalusian literary productions through English translations. In addition to reading literature per se, we will consider the ways in which literary texts were primed in society, as well as the ways in which they can be read as a reflection of social, ideological and historical concerns.

### 8. Introduction to Moroccan Cinema

Moroccan cinema has experienced a remarkable development in recent years as marked by a substantial presence in the local box office and a rising presence in film festivals throughout the world. Local films have consistently occupied the top slots in the national box office since the mid-2000s, albeit against a background of closing cinemas and sliding admissions. This progress is visible in both themes and techniques. Yet can we still talk about Moroccan cinema? Most of Moroccan critics are still reluctant to use such designation and instead prefer to talk about film corpus or Moroccan filmography. This reluctance is due to the absence of a real industry, film schools, movie theatres and most importantly spectators. However, one cannot deny that film production in Morocco has increased making of the country the third in Africa after South Africa and Egypt. Beginning with the new millennium, young filmmakers such as Nabil Ayouch, Leila Merrakechi, Mouhamed Mouftakir, Narjiss Nejjar, Yasmine Kessari, Hicham Lasri, Nourddine



Khemari have introduced new themes, experimented with aesthetic and stylistic innovations setting forth a new wave of filmmakers. This course, will prescribe a list of film screenings, lectures and readings, with the aim to explore Moroccan cinema in the past and the present, focusing on the basic transfigurations- infrastructural, aesthetic, thematic, stylistic features that marked film production in Morocco. Students will be introduced to various film genres and styles ranging from colonial cinema, postcolonial transformations, gender dynamics, politics, as well as film consumption to the new challenges facing the film sector.

## HAKIMA FASSI FIHRI

### 9. Readings in Moudawana (Moroccan Family Code) / Women's Rights in Morocco

The course describes the 2004 Reform of the Moroccan Family Code, which brought a substantive change to women's rights and children's rights in modern Morocco.

The course addresses the main changes in the new Law, and the perspectives of further needs for reforms will also be addressed.

The course also addresses more generally women's rights in Morocco, and the status of women in business, politics, activism and the public sphere. In such regard, the history of women activism in Morocco, and Moroccan feminist movements (islamist, liberal, secular, ...), will be described and explained to the students.

## ABDESSALAM BADRE

### 10. Ethics and Practices in media across the Mediterranean

This course examines underlying esthetical artifacts and approaches that govern ethics and current professional practices within media systems and structures in Southern Mediterranean region. The course provides students with a critical framework and analytical tools for understanding and assessing the ways the literature and research traditions in southern Mediterranean countries within the field of media studies as institutional actors, technological artifacts, systems of representation and meaningful cultural objects. To consider ethics in media's social, economic, political, and cultural impacts, the course will investigate ways of understanding its production, form, reception, and influence, being careful to recognize how these approaches relate to each other and to a wide array of diverse case studies in television news, film, recorded music, print, video games, and online, particularly in Morocco, and across the Mediterranean. At the same time, we will take a critical look at how the media in turn have shaped and are still shaping public perceptions about the societal artifacts of the region. Several options are offered to allow students to identify their own media-related questions and acquire the tools to answer them. At the end of the course, students will also have the opportunity to compare ethics and practices in media between Morocco and other Southern Mediterranean countries, and ask whether there may be trends and influences across the Mediterranean (one or both ways) that are shaping today's mass media on both sides.

### 11. Mediterranean Dialogues: Governance Systems and Politics

This course explores the elements, figures and governance behaviors that shaped the Mediterranean Political scenario and cultural dialogues since the Barcelona Process or the Euro-Mediterranean Policy (EMP) to the on-going European Neighborhood Policy (ENP) in Southern Mediterranean area. The main goals of this course are: a) understanding the main processes that built the Mediterranean as it is today giving special relevance to: the emergence of Modernity and Liberalism in the Mediterranean rim; b) identifying the particular economic and socio-political relations within the frame of the cultural and institutional answers elaborated in the region; and c) comparing regional patterns of cooperation, political territorial disputes, regional unbalances, persistent authoritarianism or trends of political change. Particular attention will be invested to Morocco's leadership model in engaging state and non-state actors (e.g. EU states; political parties and civil society organizations) in on-going dialogue over cross-cutting issues such as economic cooperation, regional territorial disputes, the lack of democracy, security, terrorism, migration, and energy security, and main tensions that plague the region in view of their possible solution. The Mediterranean will be analyzed both as an autonomous sub-system in the light of the theory of international relations and as a security complex influenced by the interests and priorities of the major international players. Students of this course will be invited to analyze a series of case studies that highlight the constant interplay between political governance, security and diplomatic aspects that render this area a crucial test for international relations and negotiating strategies.



## 12. Research Methods and Reporting

This is a skill course designed to prepare students before they engage in working on their capstones and/or end of study projects. The focus of this course is not on mastery of statistics but on developing each student's ability to use their academic knowledge to become more effective in conducting qualitative, quantitative and mix-method studies. The main objective is to introduce students to quantitative and qualitative methods for conducting meaningful inquiry, and guide them gain an overview of research intent and design, methodology and technique, format and presentation, and data management, analysis informed by commonly used statistical methods, and final report presentation. For this purpose, students will be trained on determining what theoretical models, operational designs, and statistical techniques would be suitable for a given dataset and/or research question and interpreting results and communicating those to the wider audience. Each week students will work through lessons that present specific readings on research methods as well as design and/or statistics-related concepts that bring to life examples of how the weekly topic could be applied to their end of term projects. This will allow students to clearly understand how the course material relates to their research undertaking skills. By the end of the course students will be able to:

- Understand and effectively use research method-related jargon
- Develop a hypothesis, a research problem and related questions
- Frame the problem with the correct research methodology
- Evaluate feasibility of research proposals
- Collect small scale data that accurately addresses the research problem
- Interpret obtained results
- Present findings and draw recommendations

## MOHSINE ELAHMADI

### 13. The Arab Spring and the Birth of the Arab Citizen

Some political and social scientists hold the assumptions according to which the Middle East and North Africa are an exception in their resistance to global democratization changes. Their explanation hinges on the presupposition that Arab people would accept authoritarianism in return for political stability, economic growth, and social well-being. The Arab Spring has come to refute this long-held assumption that there was in Arab countries actually nothing inherently adverse to democratization. This course principally tackles this and other non scientific assumptions. Besides, it considers the emerging citizenship in the context of the Arab Spring as promises of democratization under the recent social and political changes which have affected the MENA region. In this regard, the course will, on the one hand, explore the reasons and the conditions of the upheavals in the Arab World and, on other hand, will try to explain the possibility of the "Birth of an Arab Citizen" free from any political submissions. Finally, it will analyze the new status and role of Islam as a political and social driving force and factor in shaping nascent reform agendas and movements.

### 14. Introduction to the Qur'an

This course provides a historical and religious overview of the Qur'an. In particular, it focuses on the historical formation of the Qur'anic corpus and repertoire and its evolution through history. It also pretends to penetrate the "Qur'anic Cosmos" around which the Islamic civilization and culture revolve.

#### Aims and Objectives of the Course:

This course tends to:

- To experience five reading approaches of the Qur'an, namely, (i) by chapter, (ii) by theme, (iii) by story told, (iv) by reference to other "Holy" texts, (v) by chronological order and (vi) according to Qur'an sciences concepts and instruments.
- To discuss the Qur'an on the basis of "Qur'anic sciences" concepts and analytical tools. This discussion will be across all activities of the class.
- To discuss the social, cultural and political dimensions of Islam as they are expressed in the Qur'an, in Hadith and Sira as well as they have been appropriated and used by Muslims.



## PHILIP MCDANIEL

### 15. Contemporary Security Affairs in North Africa

This seminar will take a thematic and case-study approach toward ensuring students master the actors and dynamics of today's security landscape in North Africa. The course will address questions of terrorism, border security, transnational extremist movements, military cooperation, drones—focusing in on the key players and alliances shaping contemporary evolutions. Students will be encouraged to develop their own analyses on future security evolutions and outlooks for the region while proposing concrete policies. In particular, students will be expected to develop clear recommendations on the role of regional organizations, external partners, and the international community. The instructor will work with students throughout the semester to ensure their individual research plan is focused on gathering hard evidence.

## AARON ASHBY

### 16. Morocco and the United States: A Cross-Cultural Inquiry

Interaction between Morocco and America dates back nearly 500 years. It began when a Moroccan slave, Estavanico, "an Arab Negro from Azamor", became part of a Spanish expedition to America and washed up on the shores of Galveston Island, Texas. He is widely considered the first African to reach (and explore) the present-day United States. This relationship was later reinforced with the establishment of bilateral relations between the two countries in 1787 with the U.S. Senate's ratification of a Treaty of Peace and Friendship. This treaty remains the United States' longest unbroken treaty relationship, while the American Legation in Tangiers is the oldest U.S. diplomatic property in the world. Over centuries, this interaction has evolved into what can be defined as the cross-cultural, that space between two or more significantly divergent cultures that encounter each other, an area where meanings are translated and difference is negotiated. Focusing on literature (novelists Paul Bowles and Leila Lalami, as well as food writer Paula Wolfert and journalist Samia Errazzouki), music (Gnawa, Jazz and Hip Hop) and visual arts (Lalla Essaydi and Ahmed Yacoubi) this course seeks to explore the cultural interactivity between Morocco and the United States through a multi-disciplinary approach. Among the outcomes of this course: firstly, a deeper understanding of the nature of the cross-cultural, in general, and its specific application in a Moroccan-American context; and secondly, an intellectual and personal analysis/exploration of how participants situate themselves – as international students – in this cross-cultural lineage.

## SOUMAYA BELHABIB

### 17. Gender, Feminism and Women Empowerment in North Africa

The course introduces students to the major concepts that interrogate feminist thought, considering its historical development, theories and ideological values. Specificities related to the understanding of feminism as a social, political and philosophical movement in Morocco and the Maghreb will be explored. Women's activism, from a secular progressive perspective and from a conservative Islamist trend, strongly challenges identity paradigms and the plurality of feminist experiences. Female identification to the feminist movement as a heterogeneous process which is continuously evolving is being questioned. The aim of the course is to allow students to open up on topics of contemporary concern and analyze them from a context-based gender perspective. Topics may include gender power relations, civil society's role in advancing women's rights, globalization, modernity, patriarchy, new technologies and women's empowerment.

## JOHN VILLA

### 18. Music Cultures & Trends in MENA

This course serves as an introduction to a variety of musical styles from the Middle East and North Africa within cultural, social and/or political contexts. Students will gain knowledge about specific music traditions, including their great artists, instruments, musical forms and functions in society. Students' ability to critically discuss and write about music as an aspect of culture and society will be nurtured throughout the course. In studying music from a cultural viewpoint students can examine the important function of music as a way to express the issues of religious, political, social, and cultural identity in societies. A wide range of music traditions and issues from various countries in the MENA region will be covered, including topics such as Arab Andalusian music, Islam and music, Arabic music, Hip Hop and the Arab Spring, Sufi music, Amazigh (Berber) music, North African Jewish music, the music of Umm Kalthum, Arab Nationalism in music and an overview and comparison of Arabic, Turkish, Persian, Berber and Jewish music.





The course material will be a reader comprised of academic articles by leading ethnomusicologists, documentary films and audio listening examples supplemented by lecture demonstrations and workshops given by occasional guest musicians. Field trips to visit music conservatories and instrument builders and to attend concerts will be included as permitted. The course is designed for students of Middle Eastern and North African studies who desire to explore the cultural issues of the MENA region by studying the region's music. It is not necessary for students to have a musical background to take the course. Some basic music theory and vocabulary will be introduced and used to illustrate key points within the course.

## MOHAMMED HASHAS

### 19. Modern Arab Political Theory

This course treats major issues and themes of political theory in modern Arab thought. It also presents leading Arab political theorists that revisit the Arab-Islamic tradition in the light of modern changes for the last two centuries. Political theology is a major component of the course since religion heavily influences the theoretical productions of modern Arab theorists. Arab here then means mainly Arab-Islamic and Arab-Christian.

The modern period for the Arab-Islamic world and Islamic political thought starts, historically, from the Napoleonic invasion of Egypt, and what has followed since. This course examines the classical debate on God's sovereignty, popular sovereignty, and the moral bases of legitimate governance and political authority. It also examines how prominent Muslim thinkers have sought to deal with colonialism, the rise of nationalism, socialism, capitalism, democracy, human rights, minority rights and pluralism from the Arab-Islamic Renaissance (Nahda) since the mid-19th century until the so-called Arab Revolts of 2011.

## MERIEME YAFOUT

### 20. Religion and Politics in the MENA Region

The course characterizing the profiles of "MENA Politics" aims to:

- Introduce students to a general understanding of Islamism, its birth, its definitions, its basic theories and its transformations.
- Make students aware of the complexity and plurality of Islamism
- Equip students with analytical tools that allow them to have a critical view of the various theoretical and methodological approaches used to study the movement.

### LEARNING OUTCOMES

At the end of this course, students should be able to:

- Provide basic knowledge of Islamism, its birth, its definitions, its basic theories and transformations
- Analyze Islamism in its plurality
- Develop a critical thinking vis-à-vis the existing literature on Islamism (s)

### PROGRAM

The course includes a theoretical part which will be presented in two sessions of lectures per week devoted to: 1) the study of the basic theories that are the foundation of Islamism, 2) the study of different forms that Islamism can take and 3) the various debates on political and religious transformations in the MENA region. The third week will be dedicated to a practical part through workshops that focus on some fieldworks on Islamism

## NACEF MOURI

### 21. Marketing & Business Strategies in the MENA Region

This course aims to help students

- Learn how to apply marketing principles and analysis tools to the international business environment and particularly in the MENA region
- Learn the similarities and differences between international marketing and domestic marketing.
- Identify the economic, cultural, social, political, and legal environments of MENA nations and how each environment affects marketing practices.
- Develop skills in designing product, distribution, price, and promotion strategies for an international marketing program focused on the MENA Market consumers.



Topics discussed in the course include:

- The scope and challenge of International Marketing
- The dynamic environment of trade in the MENA region
- Culture, management style, and business systems
- Marketing research in the MENA region
- Products and services for consumers of the MENA region
- International marketing channels
- Integrated Marketing Communications and advertising

## ABDESSAMAD FATMI

### 22. Morocco, Spain and the Mediterranean

This module considers the dynamics and complexities of Moroccan-Spanish relations since the 1990s. It seeks to highlight the complex, multifaceted and cyclical nature of the bilateral relationship as well as the impact of the EU and other neighboring states (such as France and Algeria) on the relationship. It underlines some of the structural problems plaguing the bilateral ties such as the dissimilar political systems, the territorial squabbles, economic interests and disparities, migration, security challenges, and the negative public perceptions.

The module also examines the positive aspects of the bilateral relationship, especially the flourishing web of interdependencies forcing the two neighbors to cooperate, such as the intensifying economic, political, security and social issues. It also covers the structural and ongoing role of the European Union as well as the Euro-mediterranean dynamics.





## LIST OF COURSES IN FRENCH ACADEMIC YEAR 2017-2018

• Religion/Ethics Studies	Mr. Farid El-Asri
• Contemporary Moroccan Literature/Culture	Mr. Mustapha Bencheikh
• Political Discourse of the Islamist Movement in Morocco • French upgrade course	Mrs. Sara Mejdoubi
• Initiation to Amazigh Language and culture	Mr. Aziz Kich
• Contemporaneous Arab intellectuals	Mr. Ali El Yousfi
• The Mediterranean as a Geostrategic Space	Mr. Michel Boyer (Visiting Lecturer)
• Security in the Sahel region	Mrs. Beatriz Mesa, (Visiting Lecturer)





## SARA MEJDOUBI

### 1. Initiation à l'analyse du discours politique islamiste au Maroc

Les pratiques discursives sont intimement liées à l'exercice du pouvoir et constituent le cœur de l'action politique. C'est pourquoi, nous commencerons le cours par l'identification de l'objet de l'analyse du discours politique, à savoir le sens, le fonctionnement et les conditions de production. Il s'intéressera notamment à familiariser les étudiants avec les notions clés attachées au discours politique, à savoir l'éthos, le pathos et le logos, à connaître leurs différentes articulations et les relations qu'ils entretiennent. Dans la même perspective, une attention particulière sera accordée à l'analyse des principales caractéristiques du discours politique. La rhétorique politique islamiste, la persuasion et ses procédés, la répétition, la "sloganisation" et la stéréotypie représenteront l'ossature de notre enseignement. Nous inviterons les étudiants à examiner quelques études types d'analyse de discours (Dubois, Faye...), ce qui leur permettra d'ébaucher les premiers décryptages et réflexions sur le discours politique de quelques personnalités issues de formations islamistes au Maroc.

### 2. French Upgrade/Remise à Niveau du Français

Le cours de remise à niveau de la langue française permettra aux étudiants, inscrits en première année, d'acquérir un certain nombre d'outils et de techniques qui leur seront utiles pour le démarrage de leur année universitaire et de suivre aisément leurs cours fondamentaux en langue française. Il leur permettra notamment d'améliorer leurs compétences en expression écrite et en expression orale. L'apprentissage s'articule autour des activités de communication langagière (la compréhension orale, la compréhension écrite, la production orale et la production écrite) et les compétences sociolinguistique, pragmatique et linguistique. L'étudiant sera amené à entrer en interaction avec son entourage (camarades et professeur) afin de réemployer ses acquis et évaluer ses compétences.

L'objectif ultime de ce cours est évidemment de permettre aux étudiant de gérer les activités de productions écrite et orale qui leur seront demandées au cours de leurs études universitaires. Les objectifs généraux de ce cours se résument dans les points suivants :

- Comprendre des expressions et un vocabulaire spécifiques aux différentes disciplines fondamentales (La finance, l'économie, le droit et les sciences politiques, ...);
- Lire et comprendre des textes qui concernent des thématiques relatives aux disciplines fondamentales de leur enseignement et trouver des informations ciblées dans des documents tels que les essais;
- Réussir à entrer en communication (dialogue, débat...) avec ses camarades et débattre des sujets polémiques ;
- Utiliser une série de phrases et d'expressions en employant les connecteurs logiques pour décrire et discuter, à l'écrit comme à l'oral, d'un sujet ;
- Réussir à produire un texte clair et cohérent.

## ALI EL YOUSFI

### 3. Les intellectuels arabes contemporains

L'objectif de ce cours spécialisé et de remonter au XIX et XIX siècle pour essayer d'appréhender les deux moments du réformisme intellectuel qui ont marqué le monde arabe contemporain. Il s'agit du mouvement wahhabite et son évolution jusqu'à nos jours (Wahhabisme, frères musulmans, islam politique...) d'une part, et, d'une autre part, de l'expédition de Napoléon Bonaparte en Égypte et son impact sur l'intellectualisme arabo-islamique, tout au long du XIXè et XX è siècle (ouverture sur la culture occidentale, réformiste libéral, institutions, statut de la femme, libertés individuelles).



## MUSTAPHA BENCHEIKH

### 4. Introduction à la littérature francophone marocaine de 1950 à nos jours

Il s'agira de parcourir la littérature francophone marocaine des années cinquante à nos jours en mettant en relief ses modalités d'écriture et les différentes thématiques auxquelles elle convie. De Driss Chraïbi et Ahmed Sefroui en passant par Abdelkébir Khatibi et Tahar Ben Jelloun pour aborder des textes plus récents de Mohamed Leftah, de Abdellah Taïa et bien d'autres encore. La littérature féminine aura également sa place et ce parcours à la fois scriptural et thématique ne manquera pas d'établir des passerelles avec l'évolution politique du Maroc. Ce cours s'adresse à des étudiants dont le niveau en langue française correspondrait à B2 et cette introduction peut permettre l'accès à des séminaires plus spécialisés. Il est à noter que des rencontres avec les écrivains comme Nedali, Binebine, Serhane sont envisagées.

## AZIZ KICH

### 5. Initiation à la langue et culture Amazighes

*(asidf vr ils d tusna n tmazivt asidf vr ils d tusna n tmazivt)*

L'objectif majeur visé par cette formation est d'initier les concernés à la langue et à la culture amazighes, de manière dense et ciblée. L'initiation s'appuiera sur trois modes d'enseignements différents et complémentaires : une ou deux conférences de présentation générale, des cours pratiques et une immersion linguistique et culturelle.

L'aperçu historique et sociolinguistique, par lequel commencera la formation, permettra aux apprenants d'avoir une idée claire sur l'état d'évolution actuel de l'amazighe et les choix opérés au Maroc quant au statut et au devenir de la langue et de l'identité amazighes.

Les cours de langue amazighe, volet principal de la formation, devront doter les apprenants, à l'écrit comme à l'oral, des compétences suffisantes pour une communication élémentaire. Les travaux dirigés et pratiques s'appuieront sur des supports divers (manuels, CD-ROM, précis de grammaire, vidéo, etc.). La méthode interactive favorisera la participation de tous les apprenants. Une bibliographie succincte aidera les intéressés à mieux mener le processus de leur apprentissage.

Le volet culturel pourra être abordé in vivo. En effet, un bain linguistique et culturel, à travers un voyage, sera sans doute la meilleure manière de mettre en pratique les acquis des apprenants et de leur faire connaître une partie du Maroc. Chaque étape sera l'occasion de faire découvrir un pan de sa culture et de son histoire. Les traditions, les arts, les modes de vie, etc. feront l'objet de séances de travail qui se tiendront chaque jour, tout au long du périple. Outre les explications et les commentaires nécessaires à cet égard, il sera procédé à des présentations générales et à des traductions concernant notamment les traditions, les chants et les modes de production artistiques les plus pratiqués et les plus connus par les populations concernées.

## MICHEL BOYER

### 6. Géostratégie de l'espace méditerranéen

« La Méditerranée, c'est mille choses à la fois... Soit une somme interminable de hasards, d'accidents, de réussites répétées ». C'est par cette formule que Fernand Braudel résumait la grande diversité qui entoure cet espace géographique complexe dans le « temps long » de la géographie, de l'histoire et des hommes. De fait, cette complexité renferme plusieurs facettes et la stabilité et le développement de cet espace maritime demeurent aujourd'hui encore des enjeux stratégiques majeurs à l'échelle mondiale. Ce cours a ainsi pour objet de partir des temps présents de l'espace méditerranéen et d'établir une cartographie de la réalité d'un espace géopolitique à la fois clos et illimité qui n'est pas : un "théâtre d'opérations" parmi d'autres compte tenu de ses nombreuses disparités.

Cet espace maritime détermine en effet par l'importance de ses enjeux géoéconomiques et géostratégiques, des politiques de Puissances au niveau mondial : tout d'abord, celui de la maîtrise des routes des flux énergétiques : le pétrole et le gaz dont la Méditerranée est une voie d'acheminement essentielle ; les enjeux économiques et commerciaux ensuite, avec un déséquilibre Nord-Sud marqué ; mais aussi l'enjeu migratoire qui se pose en termes d'urgence, avec un déséquilibre démographique inversé entre l'Afrique (un milliard d'hommes aujourd'hui, deux milliards en 2050) et l'Europe (500 millions).



## FARID ELASRI

### 7. Diplomatie religieuse

La question du religieux et notamment de l'islam est un phénomène social contemporain qui se confronte à des enjeux stratégiques majeurs, au cœur d'un processus de planétarisation de la société et où la religiosité (en chantier) et notamment le radicalisme accélèrent les urgences de gestion. Le cours spécialisé sur la diplomatie religieuse porte sur une analyse des pratiques diplomatiques adaptées aux réalités en cours et appliquées à divers niveaux d'influences. Un premier moment concerne la praxis diplomatique mobilisant le référentiel religieux et spirituel au niveau étatique et notamment au travers d'une analyse de cas dont celui du Maroc. L'approche comparée va permettre de dégager les grandes lignes qui fondent l'approche spécifique de pays musulmans dans l'usage de cet outil de la « diplomatie religieuse ». Un second moment portera sur les dynamiques religieuses mondialisées, tels que les associations des Oulémas, qui usent de la diplomatie religieuse pour engager de nouvelles formes de productions et de réflexions discursives et cognitives. Enfin, le troisième moment consiste à appliquer la grille de la diplomatie religieuse sur toute la dimension du dialogue interreligieux à l'échelle internationale et notamment par une mise en perspective des enjeux et des positionnements du leadership religieux et politique. Le cours sera axé sur l'analyse de supports en privilégiant l'approche participative et permettant de mobiliser les outils et concepts théoriques comme supports appliqués aux questionnements pratiques des étudiants.

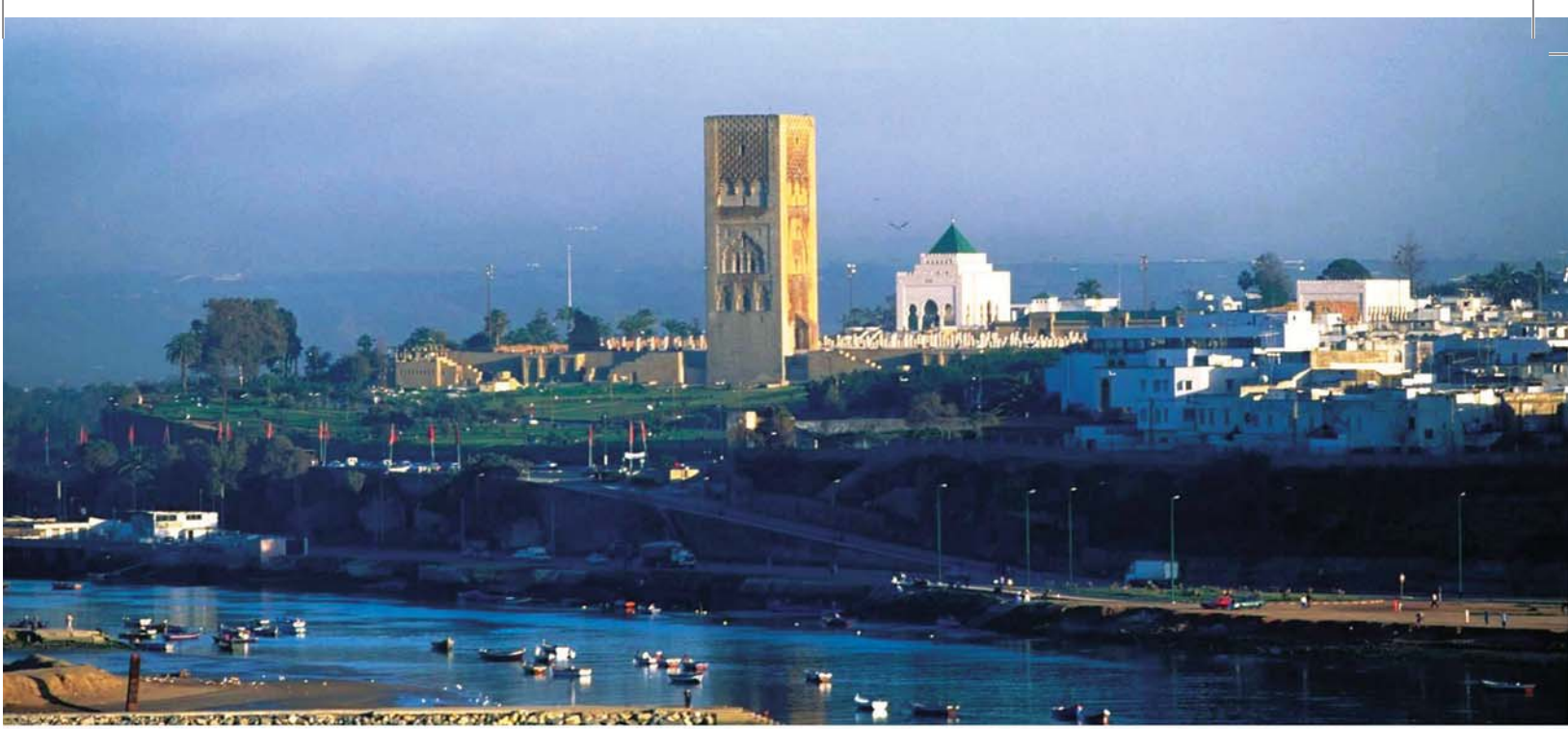
## BEATRIZ MESA

### 8. La sécurité dans la région du Sahel

*Résumé du contenu de l'enseignement et objectifs en termes de savoir académique, d'apprentissage méthodologique, d'usages conceptuels*

Les cours vont se focaliser dans la région du Sahel : région de passage devenue centre d'intérêt stratégique international. Depuis les dernières quinze années, elle est devenue une région de tension et de confrontation à l'intérieur et en dehors de ses frontières. Une région d'intérêt pour les pays voisins du Maghreb et d'Europe, à raison de l'involution de la sécurité dans une zone particulièrement sensible par sa haute vulnérabilité terroriste et par l'apparition de groupes armés d'une autre nature. A part la présence de groupes terroristes, dans le cadre de la sécurité, il existe aussi les flux migratoires clandestins considérés comme menace par l'Europe mais en revanche comme une opportunité économique pour les pays de la franche sahélo-sahélienne caractérisés par une faible croissance économique face et une hausse du taux de natalité.

Dans ce sens, on va aussi aborder le contexte socio-économique de la région pour déboucher vers une approche géopolitique et géostratégique. Le contexte historique de la région du Sahel et sa diversité sociale, sont aussi fondamentales pour comprendre la situation actuelle. On va donc distribuer les cours en trois étapes : un premier aperçu de la région, où on se servira d'outils théoriques, ainsi que les explications conceptuelles de la sécurité, les Etats faibles, pouvoir et domination, les théories du conflit, violence politique et, bien sûr, toute la littérature concernant les menaces et risques dans la région. En fonction du temps, on abordera également la franche du Sahel dans sa totalité, mais on se focalisera surtout, dans le plan de la sécurité, sur les pays du Sahel Occidental qui composent le G5. Une fois la région contemplée avec les acteurs étatiques et non étatiques, on travaillera sur un cas pratique divisé en deux étapes: une première étape que s'agira d'une activité de simulation sur une crise d'un pays à résoudre, et une deuxième étape dans laquelle les étudiants devront analyser un pays choisi où l'analyse portera sur les perspectives socio-économiques et religieuses.











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