



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

COLLEGE OF ARTS & SCIENCES

STUDY ABROAD OFFICE

FedEx GLOBAL EDUCATION CENTER
CAMPUS BOX 3130
CHAPEL HILL, NC 27599-3130

T 919.962-7002
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studyabroad.unc.edu

January 15, 2019

Administrative Board of the College of Arts & Sciences

Dear Colleagues:

The Study Abroad Office submits for your approval a proposal for the establishment of a new program to be offered beginning **Summer 2019** and continuing annually.

Proposed Program: **UNC Language, Literature, and Culture in Morocco**

Proposed Program Location: **Morocco**

Faculty Program Leader: **Khalid Shahu, Asian Studies Department**

Program Information

This proposed faculty-led program would be offered for **5+ weeks (6 credits)** during the **Summer** term.

Program Rationale: Geographically speaking, Morocco has a very strategic location, which has been considered by historians as an "Encounter of Civilizations" and which serves as a bridge between three major continents (Africa, Europe & Asia). In our days, it represents a very unique and diverse cultural setting, where our students can immerse and broaden their knowledge and experience about other cultures. For all these reasons, I would like to offer this proposal. Our students will immerse into an Arabic, Moroccan, French, Spanish and Tamazight environment and will be able to interact with the people of such languages and cultures. They will also have an opportunity to be in Rabat where the French legacy is well noticed; in the Northern part of Morocco where the Spanish legacy is still forming part of the northern daily life; in the Atlas where the Tamazight language and culture reflect the original background of the country. By offering this program abroad our students will not only learn about the history, society, languages and cultures of the country, but will have an opportunity to immerse, interact and communicate with its people.

Target Audience: It is the aim of this program to attract students, from all levels (novice - intermediate - advanced) who have interest in one or all the languages and cultures of Morocco. Therefore, it should target students from the Asian Studies (specifically the Arabic), French, Spanish, Middle Eastern, North African programs. I believe that, if promoted through all these programs, students would love to join it. Program may also draw from departments of English, Literature and Cultural Studies, and Linguistics.

Anticipated Number of Students: 10 – 12

Student Levels Allowed: Sophomore, Junior, or Senior



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Program Learning Objectives: This program will offer two courses and is aimed to help students explore

- key aspects of Moroccan history, society and culture through the lens of seminal literary and cinematic texts produced over the last five decades.
- the different languages of Morocco (i.e. Arabic, Moroccan, French, Spanish and Tamazight)

Program Academics

Proposed Course Name/Number:

- 1) Introduction to Contemporary Moroccan Literature and Culture (Proposed), taught by Univ. Mohamed V faculty /Rabat
- 2) Introduction to Languages of Morocco, taught by UNC faculty Dr. Khalid Shahu

Course Description:

1) Introduction to Contemporary Moroccan Literature and Culture: This course will introduce students to key aspects of Moroccan history, society and culture through the lens of seminal literary and cinematic texts produced over the last five decades. The close reading and viewing of these contemporary works will help students engage with the social, economic, cultural and political transformations that have shaped Morocco in the post-colonial period. Moroccan literature and cinema have chronicled these transformations through critical and subtle lenses, which have often gone unnoticed in academic area studies scholarship on Morocco. This course is an opportunity for the students to explore fresh and original ways of seeing Morocco through the eyes of its writers and filmmakers. Each class will focus on a particular literary and/or cinematic text with a thematic focus such as nationalism, political dissidence, feminism, mysticism, public intellectuals, migration, social margins, transnationalism, LGBT, globalization and the 'Arab Spring'. The course will involve pre-class reading and viewing assignments followed by in-depth class discussions. The novels at the centre of the course are available in English translation while the films under study come with English subtitles.

2) Introduction to Languages of Morocco - A Historical and Sociolinguistic Approach. This course will introduce students to the historical, political and sociolinguistic developments that shaped the current status of each and every language of Morocco. Students will have an opportunity to study, observe and analyze the different sociolinguistic phenomenon that take place through the daily communications (i.e. code switching, diglossia, language selection, lexical borrowing, etc). They will also explore the pragmatic reasons behind activating one variety or the other (Arabic, Moroccan, French, Spanish and Tamazight) and how that shapes the speaking patterns that people activate in the various daily communicative settings.

Description of Academic Instruction: Classroom & Field Trips

Description of Excursions/Activities: As this program is aimed to attract students from different departments of languages and cultures (i.e. Arabic, French, Spanish) it is planned to offer it in collaboration with Univ. Mohamed V, in Rabat. For the purposes of the program, visits



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will be arranged to other cities of Morocco (i.e. Meknes, Fes and Marrakech), where students will have more exposure to the main languages of the country (i.e. Arabic and French). They will also visit the mountains of Al-Atlas where they can explore the Tamazight language and culture. Finally, the program aims to expose students the Spanish legacy of the country by organizing a visit to the Spanish settings in the Northern part of the county (i.e. Tangier and Chefchaouen) in addition to visiting the Southern part of Spain (Andalucia) where they can explore an Arab-Muslim legacy of more than eight centuries.

Course Prerequisites: NO

Degree Requirements? This proposed course will fulfill Gen Eds and will fit within the Arabic major & minor and Interdisciplinary Asia major & minor. The courses will go through the approval process in fall. Most probably the literature course can count for BN and LA. The course on the languages of Morocco will also probably count as BN. It would be valuable to get it to count for a second gen ed as well--perhaps social science.

Language Prerequisites: NO

A proposed syllabus is included as an addendum to this proposal.

Faculty Program Leader Information

Faculty Program Leader Bio: Dr. Khalid Shahu was born in Meknes, Morocco. He received a M.A. in Philosophy of Language from the Graduate School of the City University of New York (2011), where he also completed his PhD (2014) in Sociology of Language, with a concentration on Language Policy & Planning in Post-Colonial North African Countries. He currently serves as a Teaching Assistant Professor of Arabic, with the Asian Studies Department at UNC-Chapel Hill, where he teaches and coordinates different levels of Arabic (Novice to Advanced). His research interests include Arabic and Hispanic Luso-Brazilian languages and cultures, Culture and Language across the Curriculum, Language Policy and Planning across the Curriculum, Foreign Languages Pedagogy, Technology in the Foreign Language Classroom, Heritage Students Language Acquisition, and Development & Standardization of Arabic Language Curriculum. In addition to his academic career, Dr. Shahu is a very active community leader. He is the Imam of Apex Mosque (2011 – currently) where he leads a variety of community services and projects (i.e. group visits, lectures, conferences, spiritual counseling, interfaith and outreach, etc.)

Experience in Proposed Location(s): I was born and raised in Morocco, where I pursued my elementary through college education. Since I moved to the US in 1995, I have been visiting Morocco almost every other year, for family and academia reasons. I completed my PhD research in Morocco in 2013 and participated in a university conference in 2015. The last time I was there was in Dec. 2017 and I am going with my family again this Summer 2018.

Experience Leading Student Groups: I have been organizing a group visit to UNC students to Apex



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Mosque since I joined UNC as a faculty in 2012. In my community I organized many group trips for both youth and adults to different States (i.e. DC, Tennessee, Winston Salem) and countries (i.e. Morocco, Saudia Arabia, Turkey).

Program Location(s)

Proposed Location(s): The main location of the program is Rabat, Morocco.

Location Rationale: The courses to be offered are mainly focused on the languages and cultures of Morocco (Arabic, French, Spanish and Tamazight).

Connections at the Proposed Location: University Mohamed V – Rabat, which will assist with logistical arrangements, housing (host families), excursions, and transportation for the program. Mohamed V will also serve as the on the ground contact for any health or safety issues.

Health & Safety Information

Health Insurance: The Study Abroad Office coordinates with the Office of Risk Management Services to enroll student and faculty participants in international accident and health insurance through GeoBlue for the duration of the program.

Safety & Risk Information:

1. Overall Crime and Safety Situation THE U.S. DEPARTMENT OF STATE HAS ASSESSED RABAT AS BEING A MEDIUM-THREAT LOCATION FOR CRIME DIRECTED AT OR AFFECTING OFFICIAL U.S. GOVERNMENT INTERESTS. The most common crimes tend to be crimes of opportunity (pickpocketing, robberies, purse snatching, burglaries, theft from unoccupied vehicles, harassment of women, similar crimes) perpetrated by criminals who primarily operate in high- traffic and high-density areas.
2. Transportation-Safety Situation Roads vary from high-speed toll roads to secondary roads, which may be poorly maintained. Speed limits are clearly marked; gendarmerie and police radar speed traps are frequent along highways and toll roads. It is common for police to stand in the road and wave vehicles over.
3. TERRORISM THREAT: THE U.S. DEPARTMENT OF STATE HAS ASSESSED RABAT AS BEING A MEDIUM-THREAT LOCATION FOR TERRORIST ACTIVITY DIRECTED AT OR AFFECTING OFFICIAL U.S. GOVERNMENT INTERESTS.
4. Political, Economic, Religious, and Ethnic Violence THE U.S. DEPARTMENT OF STATE HAS ASSESSED RABAT AS BEING A MEDIUM-THREAT LOCATION FOR POLITICAL VIOLENCE DIRECTED AT OR AFFECTING OFFICIAL U.S. GOVERNMENT INTERESTS.



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Study Abroad Office staff will continue to monitor events in the host country and the U.S. State Department Travel Advisories in accordance with the UNC *Policy Concerning Global Study, Travel, and Research*.

Health Information:

Level 1: Watch - Follow usual precautions for this destination: Usual baseline risk or slightly above baseline risk for destination and limited impact to the traveler.

Medical Emergencies: Morocco has adequate medical services in the larger cities, but the quality of care diminishes elsewhere. The medical facilities and hospitals in Rabat and Casablanca can treat most general illnesses and can provide emergency trauma care. Specialized care is not as easily accessible in Morocco. French and Arabic are widely spoken by medical personnel; English is less common.

Over-the-counter drugs that may be obtained from pharmacies in large cities may be difficult to impossible to find in the smaller cities or rural areas. Specialty prescription medication may be difficult to locate even in Rabat or Casablanca.

Required Vaccinations (if applicable):

All travelers: You should be up to date on routine vaccinations while traveling to any destination. Some vaccines may also be required for travel.

Routine vaccines: Make sure you are up-to-date on routine vaccines before every trip. These vaccines include measles-mumps-rubella (MMR) vaccine, diphtheria-tetanus-pertussis vaccine, varicella (chickenpox) vaccine, polio vaccine, and your yearly flu shot. Most travelers get travel vaccines and medicines because there is a risk of these diseases in Morocco.

Hepatitis A: CDC recommends this vaccine because you can get hepatitis A through contaminated food or water in Morocco, regardless of where you are eating or staying.

Typhoid: You can get typhoid through contaminated food or water in Morocco. CDC recommends this vaccine for most travelers, especially if you are staying with friends or relatives, visiting smaller cities or rural areas, or if you are an adventurous eater. Ask your doctor what vaccines and medicines you need based on where you are going, how long you are staying, what you will be doing, and if you are traveling from a country other than the US.

Hepatitis B: You can get hepatitis B through sexual contact, contaminated needles, and blood products, so CDC recommends this vaccine if you might have sex with a new partner, get a tattoo or piercing, or have any medical procedures.

Rabies: Rabies can be found in dogs, bats, and other mammals in Morocco, so CDC recommends this vaccine for the following groups:



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Travelers involved in outdoor and other activities (such as camping, hiking, biking, adventure travel, and caving) that put them at risk for animal bites. People who will be working with or around animals (such as veterinarians, wildlife professionals, and researchers). People who are taking long trips or moving to Morocco. Children, because they tend to play with animals, might not report bites, and are more likely to have animal bites on their head and neck.

Health, safety, and security information will be presented to students during the required pre- departure orientation.

Conclusion

A letter of support from the home academic department is included in as an addendum to this proposal.

We are happy to provide any additional information necessary for your review of this program. Thank you for your time and your support of global opportunities for Carolina students.

Sincerely,

A handwritten signature in cursive script that reads "Jason Kinnear".

Jason A. Kinnear
Assistant Dean of Study Abroad



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February 28, 2018

Study Abroad Office
UNC-CH

Dear Colleagues,

I am writing to support Dr. Khalid Shahu's application to create a UNC faculty-led study abroad program in Morocco. I find his proposal innovative and aligned with the objectives of the Arabic program within our department. I also find that Dr. Shahu, a native of Morocco with a PhD in linguistics, is eminently suited to lead such a program.

Dr. Shahu proposes to partner with Mohamed V University in Rabat to offer two courses to our students: one titled Introduction to Contemporary Moroccan Literature and Culture to be offered by a faculty member at Mohamed V, and the other titled "Introduction to the Languages of Morocco." While both courses need to go through the approval process within the college, I anticipate that they will not encounter any problems with that process. Both courses will fit well within the curriculum of our Asian studies major and minor, specifically counting towards the major tracks in Arab Cultures and Interdisciplinary Arabic as well as our minor tracks in Arabic and interdisciplinary Asia. I will also encourage Dr. Shahu to seek crosslisting with linguistics for his "Introduction to the languages of Morocco" course.

I am quite excited about the study abroad program itself. The cultural and linguistic landscape of Morocco is quite complex, encompassing a vibrant indigenous Amazigh culture, an identity rooted in Islam and Morocco's position at the Western edge of the Arab world, and strong influences from French and Spanish resulting from a colonial past and contemporary transnational ties related to immigration and contemporary education. Dr. Shahu is structuring his program so that it appeals not only to students of Arabic, but also to students interested in Africa as well as French and Spanish. Because the program has no prerequisites, all students meeting the minimum GPA requirement for study abroad will be eligible to apply.

I am also excited by the availability of a faculty-led study abroad program to the Arab world. We in the department of Asian Studies value study abroad very highly and actively encourage all of our students to supplement their course work here with substantive time in the regions in which they are specializing. Because of political turmoil in the Middle East, students often face resistance from their families when they want to study in the Arab world. Parents who are worried about security will be reassured by the participation of a full-time Carolina faculty member in this program. I anticipate that this will allow students who otherwise might not be permitted to travel to the Arab world to do so. I certainly found this to be the case when I led Carolina study abroad programs to Amman, Jordan in 2008 and 2012.

Dr. Shahu is an ideal candidate to lead such a program. As a Moroccan himself who frequently returns to North Africa for research and family visits, he is intimately acquainted with the country and will be able to help students navigate the culture. His academic background also prepares him well for this program. He holds a Ph.D. in the Sociology of Language from the Graduate Center of the City of New York—CUNY and has extensive teaching experience in Spanish and Arabic. He has been a highly successful instructor in our Arabic program for a number of years, first as a temporary instructor and since fall 2014 as a full-time permanent faculty member. I have great confidence in his ability to teach his proposed course on the historical- and sociolinguistic landscape of Morocco. He does not have any commitments at UNC that will interfere with his participation in this program.

I endorse Dr. Shahu's proposal without reservations. Please let me know if I can be of further assistance with his application.

Sincerely,

A handwritten signature in black ink, appearing to be 'Nadia Yaqub', written in a cursive style.

Nadia Yaqub
Associate Professor and Department Chair



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Department of Asian Studies
Languages of Morocco: A Sociolinguistic Perspective
Summer 2019 / Rabat – Morocco

Instructor: Dr. Khalid Shahu	Class Time: Mon – Thur. 11:00am – 12:30pm University Mohamed V, Rabat, Morocco
Office: 134 E. Franklin # 217	Office Hours: Tuesdays & Thursdays 1:00-2:00pm *Otherwise by appointment
Email: kshahu1971@unc.edu	

Course Description:

This English-language course will introduce students to sociolinguistic variation and phenomena that shape the linguistic behaviors and attitudes of the speakers of the different languages of Morocco. Students will have an opportunity to study, observe and analyze the different sociolinguistic phenomena that take place through the daily communications (i.e. code switching, diglossia, language selection, lexical borrowings, etc). They will also explore the pragmatic reasons behind activating one variety or the other (Arabic, Moroccan, French, Spanish and Tamazight) and how that shapes the speaking patterns that people activate in the various daily communicative settings.

Language Pre-requisite: no language prerequisite.

Learning Outcomes: By the end of this course, students should be able to:

- Not only learn about the history, society, languages and cultures of Morocco but will also have an opportunity to immerse and interact with its people.
- Develop basic communication skills in the Moroccan dialect (Darija).
- Develop a comprehensive knowledge base of the sociolinguistic variation within the languages of Morocco.
- Understand the sociolinguistic phenomenon that shape language use in Morocco and the different motives and attitudes behind them.
- Conduct cross-disciplinary research on the historical, sociolinguistic, pragmatic, cultural, ideological and policy-making factors that shape the status of languages in Morocco.

Material: Students will have access to the material required for the course through SAKAI

Grade Distribution:

1. Class Participation & Attendance	10%
2. Oral Presentation	10%
3. Mid-Term Exam	20%
4. Paper (10 pages at least)	30%
5. Final Exam	30%

Grading Explanation:

Class Participation & Attendance (10%)

Attendance and active participation in class is essential to fully benefit from this course. Come to class ready to be actively engaged from the moment you walk into the class until you leave it. Full credit (3/3) is assigned when you are on time, well prepared, and actively engaged in all activities in class. Partial credit is given if your participation is lacking in any of the above areas. A grade of zero will be assigned for absences.

You will receive feedback from the instructor about your class participation at the midterm. Feel free to ask at any time for evaluation of your participation.

Attendance Policies:

- If you are absent from class it is your responsibility, not that of the instructor, to find out the information that you missed either from a classmate or by coming to office hours.
- As this is an intensive course, more than 3 absences may result in an F grade.

Oral Presentation (10%)

Each student must read, summarize, comment on and present in class one or more articles, from the course material, that the instructor will assign. Students are encouraged to use ppt to present their work. The instructor will give examples of excellent work and explain how to prepare these assignments.

Midterm Exam (20%)

The midterm exam is very important as it checks the progress you are making in mastering the content learned in class and through the different readings incorporated in the course. Students must choose from a list of three topics handed out in advance of the exam to write on one. More details on the length and format of the essay will be provided close to the day of the test.

The midterm exam can only be made up in cases of excused absences and documented emergencies. If you will miss/have missed a test, contact your instructor as soon as you know that you will be missing/have missed it. If you have not contacted your instructor

within 24 hours after the test has been given to discuss the possibility of a make-up, you may receive a “0”.

Research Paper (30%)

You must submit by the 6th week of the course a final paper of 10 pages minimum. Your paper should search one or more aspects of sociolinguistic developments of the languages of Morocco. Your paper should be analytical, not descriptive. Also, your instructor should approve the topic prior to your actual research.

The following are the due dates for the different preparation-stages of your paper.

	Due Date
Choosing the topic	Thursday, June 27 th
Presenting bibliography	Thursday, July 4 th
Presenting paper outline	Thursday, July 18 th
Submitting the final paper	Monday, July 29 th

Final Exam (30%)

The final exam will be cumulative. A missed final exam cannot be made up, except in case of illness or serious emergency. You will be given 3 essay topics from which you have to choose one to write on. Your final exam will be assessed based on your ability to analyze certain aspects of the languages and cultures of Morocco.

Grading Scale: All grades including the final grade are determined as follows:

93 – 100	A	87 - 89.9	B+	77 - 79.9	C+	67 - 69.9	D+
		84 - 86.9	B	74 - 76.9	C	60 - 66.9	D
90 - 92.9	A-	80 - 83.9	B-	70 - 73.9	C-	< 60	F

Class Policies:

Academic Procedures: Students are expected to know and abide by Academic Procedures published by University in the Undergraduate Bulletin. Details can be found at <http://www.catalog.unc.edu/policies-procedures/>

Office of Accessibility Resources & Service: Accessibility Resources and Service at the University of North Carolina at Chapel Hill is responsible for providing accommodations and services to eligible students. Please see <http://accessibility.unc.edu/> for details.

The Honor Code: All students are expected to follow the guidelines of the UNC honor code, In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. If you are unsure about which actions violate that honor code, please see me or consult <http://honor.unc.edu/students/index.html>.

Laptops and Cell Phones: No laptops should be open and all cell phones must be either turned off or on silence during class time.

Tentative Day-to-Day Schedule - Summer 2019 (June 24 – August 2)

Week 1 – June 24-27	Mon. 24	- Discussion of Syllabus & Day-to-Day Schedule - Introduction to the history of languages in Morocco: From an Amazigh Land to a Francophone State, Lecture by <i>Khalid Shahu</i>
	Tues. 25	- “The Sociolinguistic Situation in Post-Independent Morocco” pp. 20-46, in <i>The Status of Languages in Post Independent Morocco: Moroccan National Policies and Spanish Cultural Action</i> , by Khalid Shahu 2:30 pm – 3:30 pm <i>Moroccan Arabic: “Survival Darijaa”</i>
	Wed. 26	- Ennaji, Moha. 1991. Aspects of multilingualism in the Maghreb. <i>International Journal of the Sociology of Language</i> . Ed. by Fishman, Joshua and García Ofelia. Volume 87/1: 7-25 2:30 pm – 4:00 pm <i>Moroccan Arabic: “Survival Darijaa”</i>
	Thur. 27	- Impact of Bilingualism and Multilingualism on the Moroccan Sociolinguistic Map, pp. 25- 47, in <i>The Status of Languages in Post Independent Morocco: Moroccan National Policies and Spanish Cultural Action</i> , by Khalid Shahu - Linguistic Diversity or Linguistic Rivalry in Morocco? Realities and Perspectives, Rabia Redouane, <i>International Journal of Education and Human Developments</i> Vol. 2 No. 1, pp. 18-24, 2016 2:30 pm – 3:30 pm <i>Moroccan Arabic: “Survival Darijaa”</i> <i>*Choosing the topic of your research paper</i>

WEEK 2: July 1-4	Mon	<p>- Arabic Sociolinguistics and Cultural Diversity in Morocco. Ennaji, Moha. 2007. <i>Current Issues of linguistic theory</i> 289, pp. 267-270</p> <p>- Multilingualism, Identity and Dynamics of Change in Morocco: Toward a New Glottopolitical Model. Adil Moustaoui Srhir, 2013. In 5th European Conference on African Studies, pp. 1442 - 1455</p>
	Tues	- "A sociolinguistic study of the Arabization process and its conditioning factors in Morocco." Elbiad, Mohamed. 1985. PhD Dissertation, State University of New York, pp. 48 - 55
	Wed	- The role of some population sectors in the progress of Arabization in Morocco. Elbiad, Mohamed. 1991. <i>International Journal of the Sociology of Language</i> . Volume 87, Issue 1, pp. 27- 44.
	Thur	<p>- French in the Face of Arabization: Language Attitudes among High School Students in Rabat, Janet Yearous. <i>UW-L Journal of Undergraduate Research XV</i> (2012), pp. 9 - 21</p> <p>- National Language Policies in Post-Independent Morocco, pp. 76-99 in <i>The Status of Languages in Post-Independent Morocco: Moroccan National Policies and Spanish Cultural Action</i>, by Khalid Shahu</p> <p style="text-align: center;">*Presenting Bibliography</p>
*Friday, Saturday & Sunday: Free Days (Trip to Fez & Meknes)		
WEEK 3: July 8-11	Mon	<p>- Language Identities In Morocco: A Historical Overview. Benmamoun, Elabbas. 2001 <i>Studies in the Linguistic Sciences</i> 31, pp. 21-34</p> <p>- Language attitudes among Arabic-French bilinguals in Morocco. Bentahila Abdelali. 1983 <i>Clevedon (UK): Multilingual Matters Ltd</i>, pp. 25-36</p>
	Tues	<p>- Language attitudes in Morocco following recent changes in language policy. Marley, Dawn. 2004. <i>Language Policy</i> 3, pp. 25-46.</p> <p>- Student's Attitudes towards the Languages in use in Morocco: The Case of the Faculty of Letters - Rabat. El Allame, K. Yamina, M. Hajjam, and S. Blila. 2010. In <i>Globalization and mother Tongues in Africa</i>. Edited by Yamina Kirat El -Allame. Rabat: University Mohamed V, Agdal, pp. 80-92</p>

	Wed	<p>- The role and status of the French language in North Africa. Farid Aitsiselmi and Dawn Marley. University of Bradford, University of Surrey, pp. 185-220</p> <p>- Tomaščík, Karel. 2010. Language Policy in the Kingdom of Morocco: Arabic, Tamazight and French in Interaction. <i>The Annual of Language & Politics and Politics of Identity</i> 4, pp. 101-116.</p>
	Thur	Mid-Term
WEEK 4: July 15-18	Mon	<p>- Code Switching Between Moroccan Arabic and French. Mustapha Aabi, 1999, in <i>The Syntax of Moroccan Arabic/French and Arabic/Standard Arabic Code Switching</i>, pp. 114-146,</p> <p>- Code Switching between Moroccan Arabic and Standard Arabic. Mustapha Aabi, 1999, in <i>The Syntax of Moroccan Arabic/French and Arabic/Standard Arabic Code Switching</i>, pp. 149-180</p>
	Tues	<p>- ‘Development and linguistic change in Moroccan Arabic-French code switching’. Ziamari, Karima. & Miller, Catherine, 2007. In <i>Arabic in the City</i>. London: Routledge. pp. 275-290</p> <p><i>From code switching to borrowing: foreign and diglossic mixing in Moroccan Arabic</i>. Jeffrey Heath, 1989. London: Kegan Paul International, pp. 38-45</p> <p>- Motivations for code-switching among Arabic-French bilinguals in Morocco. Bentahila, Abdelali 1983b. <i>Language & Communication</i>, Vol. 3, pp. 233-243</p>
	Wed	- Language Policy and State in Morocco: The Status of Berber Abderrahman Zouhir, 2014. <i>Digest of Middle East Studies</i> —Volume 23, Number 1—pp. 37–53
	Thur	<p>- Language policy in Morocco: Implications of Recognizing and Teaching Berber. Errihani, Mohammed. 2008. Introduction and pp. 24 - 47</p> <p style="text-align: center;">* Presenting Paper Outline</p>
	*Friday, Saturday & Sunday: Free Days (Trip to Merzouga Desert & Atlas)	
WEEK 5: July 22-25	Mon	<p>- The Historical Development of Spanish in Morocco, pp. 52-75, in <i>The Status of Languages in Post Independent Morocco: Moroccan National Policies and Spanish Cultural Action</i>, by Khalid Shahu</p> <p>- History of the Spanish Language in Tangier. Sayahi, Lotfi. 2004a. <i>Journal of North African Studies</i> 9: 36–48.</p>

	Tues	<p>- The Spanish Language Presence in Tangier, Morocco: A Sociolinguistic Perspective. Sayahi, Lotfi. 2004b. <i>The Afro-Hispanic Review</i> 23: 54–61.</p> <p>- Historical Development of Spanish Cultural Action in Morocco, pp. 148-181, in <i>The Status of Languages in Post Independent Morocco: Moroccan National Policies and Spanish Cultural Action</i>, by Khalid Shahu</p>
	Wed	- Language and identity among speakers of Spanish in northern Morocco: Between ethno-linguistic vitality and acculturation. Sayahi, Lotfi. 2005a. <i>Journal of Sociolinguistics</i> 9/1: 95– 107.
	Thur	<p>- Consonantal Variation of Spanish in Northern Morocco. Scipione, R., and L. Sayahi. 2005. Cascadilla Proceedings Project, pp. 11-17</p> <p>- The (Not-So) Distant Relation between Spanish and Arabic, Kirschen, Bryan, 2014. <i>Journal Voices</i>, 2(1), pp. 5-12</p>
WEEK 6: July 29 – Aug. 2	Mon	<p>- The spread of English in Morocco. Sadiqi, Fatima. 1991. <i>International Journal of the Sociology of Language</i>, pp. 99-114.</p> <p>- The teaching of English in Morocco: the place of culture. Martin Hyde 1994. <i>ELT Journal Volume 48/4 October 1994</i>, pp. 295-305</p> <p style="text-align: center;">* Submitting Final Paper</p>
	Tues	<p>- The Growth of English Language Learning in Morocco: Culture, Class, and Status Competition, Elizabeth S. Buckner, pp. 213-252</p> <p>- Women and Linguistic Space in Morocco, Fatima Sadiqi, 2003. <i>Women and Language</i>, Volume XXVI, No. 1, Page 35-42,</p>
	Wed	- LPP in Post-Independent Morocco. Khalid Shahu, 2014, in <i>The Status of Languages in Post Independent Morocco: Moroccan National Policies and Spanish Cultural Action</i> , pp. 80-106
	Thur	- Language Policy Models Proposed for the Moroccan Linguistic Complex. Khalid Shahu, 2014. <i>The Status of Languages in Post-Independent Morocco: Moroccan National Policies and Spanish Cultural Action</i> , pp. 182-196.
	Fri	Final Exam
Saturday & Sunday: Free Days (Getting Ready for Return to the US)		



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Department of Asian Studies
Contemporary Moroccan Literature and Cinema
Summer 2019 – Rabat / Morocco

Instructor: Dr. Jamal Bahmad	Class Time: Mon – Thur. 9:00am – 10:30am
Office: _____	University Mohamed V, Rabat, Morocco
Language of Instruction: English	Office Hours: Tuesdays & Thursdays 1:00-2:00pm *Otherwise by appointment

Course Description:

This course will introduce students to key aspects of Moroccan history, society and culture through the lens of seminal literary and cinematic texts produced since the country's independence in 1956. The close reading and viewing of these works will help students engage with the social, economic, cultural and political transformations that have shaped Morocco in the post-colonial period. Moroccan literature and cinema have chronicled these transformations through critical and subtle lenses, which have often gone unnoticed in academic area studies scholarship on Morocco. This course is an opportunity for students to gain an array of fresh and original ways of seeing Morocco through the eyes of its best writers and filmmakers. Each class session will focus on a particular literary and/or cinematic text with a thematic focus such as nationalism, political dissidence, feminism, mysticism, public intellectuals, migration, social margins, transnationalism, LGBT perspectives, globalization and the 'Arab Spring'.

Learning Outcomes:

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

- Comprehend key aspects of Moroccan history and society through literary and cinematic lenses.
- Acquire an advanced appreciation and critical ability to discuss Moroccan literature and cinema from local and transnational perspectives.
- Be able to read a wide variety of Moroccan literary works and approach different genres of Moroccan cinema with course perspectives in mind.
- Be able to produce research papers about Moroccan filmic and literary works.
- Acquire a comparative perspective on American and Western literature and film through the close study of their Moroccan counterparts.

Method of Instruction:

The course will involve pre-class reading and viewing assignments followed by in-depth class lectures and discussions. The novels at the center of the course are available in English translation while the films under study come with English subtitles. Students should purchase these materials to take with them to Morocco

Pre-requisite: None

Required work and form of assessment:

- Class participation and attendance – 10%
- Oral presentation - 10%
- Midterm Exam - 20%
- Final Research paper (10 pages at least) due by week 6 - 30%
- Final exam: 30%

Grading Explanation:***Class Participation and Attendance (10%)***

Attendance and active participation in class is essential to fully benefit from this course. Come to class ready to be actively engaged from the moment you walk into the class until you leave it. Full credit (3/3) is assigned when you are on time, well prepared, and actively engaged in all activities in class. Partial credit is given if your participation is lacking in any of the above areas. A grade of zero will be assigned for absences.

Attendance Policies:

- If you are absent from class it is your responsibility, not that of the instructor, to find out the information that you missed either from a classmate or by coming to office hours
- As this is an intensive course, more than 3 absences may result in an F grade

Oral Presentation (10%)

Each student must read, summarize, comment on and present in class one or more articles, from the course material, that the instructor will assign. Students are encouraged to use ppt to present their work. The instructor will give examples of excellent work and explain how to prepare these assignments.

Midterm Exam (20%)

The midterm exam is very important as it checks the progress you are making in mastering the content learned in class and through the different readings incorporated in the course. Students must choose from a list of three topics to write on one. More details on the length and format of the essay will be provided close to the day of the test.

The midterm exam can only be made up in cases of excused absences and documented emergencies. If you will miss/have missed a test, contact your instructor as soon as you know that you will be missing/have missed it. If you have not contacted your instructor within 24 hours after the test has been given to discuss the possibility of a make-up, you may receive a “0”.

Research Paper (30%)

By the end of the course, students must submit a final paper of 10 pages minimum. The paper should search one or more aspects of the contemporary Moroccan literature and cinema, introduced through the scheduled readings and presentations. It should be analytical, not descriptive and the instructor should approve the topic prior to actual research.

The following are the due dates for the different preparation-stages of your paper

	Due Date
Choosing the topic	Thursday, June 27 th
Presenting bibliography	Thursday, July 4 th
Presenting paper outline	Thursday, July 11 th
Submitting the final paper	Wednesday, July 31 st

Final Exam (30%)

The final exam will be cumulative. A missed final exam cannot be made up, except in case of illness or serious emergency. You will be given 3 topics from which you have to choose one to write on. Your final exam will be assessed based on your ability to analyze certain aspects of the Moroccan literature and culture.

Grading Scale: All grades including the final grade are determined as follows:

93 – 100	A	87 - 89.9	B+	77 - 79.9	C+	67 - 69.9	D+
		84 - 86.9	B	74 - 76.9	C	60 - 66.9	D
90 - 92.9	A-	80 - 83.9	B-	70 - 73.9	C-	< 60	F

Class Policies:

Academic Procedures: Students are expected to know and abide by Academic Procedures published by University in the Undergraduate Bulletin. Details can be found at <http://www.catalog.unc.edu/policies-procedures/>

Office of Accessibility Resources & Service: Accessibility Resources and Service at the University of North Carolina at Chapel Hill is responsible for providing accommodations and services to eligible students. Please see <http://accessibility.unc.edu/> for details.

The Honor Code: All students are expected to follow the guidelines of the UNC honor code, In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. If you are unsure about which actions violate that honor code, please see me or consult <http://honor.unc.edu/students/index.html>.

Laptops and Cell Phones: No laptops should be open and all cell phones must be either turned off or on silence during class time.

Required Readings: *Students are required to purchase required Books

Abu Zayd, Laylá. *Year of the Elephant: A Moroccan Woman's Journey Toward Independence*. University of Texas Press, 1989.
Benjelloun, Tahar. *This blinding absence of light*. Penguin, 2006.
Binebine, Mahi. *Welcome to Paradise*. Tin House Books, 2012.
Choukri, Mohamed. *For Bread Alone*. Trans. Paul Bowles. Grafton Books, 1987
Chraïbi, Driss. *The Past Simple*. Trans. A. Harter. Three Continent Press, 1990
Lalami, Laila. *Secret Son*. Algonquin Books, 2010.
Mernissi, Fatima. *Dreams of Trespass: Tales of a Harem Girlhood*. Perseus Books, 1995.
Taïa, Abdallah. *Salvation Army*. Los Angeles: Semiotext(e) (2009).

Required Films: *Most of these films are available online for free. Some of them can be accessed for free, through the library of the hosting university.

Ayouch Nabil. *Ali Zaoua, Prince of the Streets* (2000)
Ayouch, Nabil. *Horses of God* (2012)
Benlyazid, Farida. *Door to the Sky* (1989)
Bennani, Hamid. *Wechma* (1970)
Besaidi, Faouzi. *A Thousand Months* (2004)
Lakhmari, Nouredine. *Casanegra* (2008)
Lasri, Hicham. *They Are the Dogs* (2012)
Taïa, Abdallah. *Salvation Army* (2013)

Recommended readings:

Bourquia, Rahma, and Susan Miller. *In the Shadow of the Sultan. Culture, Power and Politics in Morocco*. Cambridge: Harvard center for Middle Eastern Studies, 1990.
Kaye, Jacqueline, and Abdelhamid Zoubir. *The Ambiguous Compromise: Language, Literature, and National Identity in Algeria and Morocco*. Routledge, 1990.

- Miller, Susan Gilson. *A History of Modern Morocco*. Cambridge University Press, 2013.
- Ncube, Gibson. "Sexual/textual politics: rethinking gender and sexuality in gay Moroccan literature." *Journal of Contemporary African Studies* 32.4 (2014): 476-490.
- Orlando, Valérie. *Francophone Voices of the "New" Morocco in Film and Print: (Re)presenting a Society in Transition*. Palgrave, 2009.
- Orlando, Valérie. *Screening Morocco: Contemporary Depictions in Film of a Changing Society*. Ohio University Press, 2011.
- Smolin, Jonathan. *Moroccan Noir: Police, Crime, and Politics in Popular Culture*. Indiana University Press, 2013.
- Taïa, Abdellah. "Homosexuality Explained to My Mother." *Asymptote Journal* (2009).

Tentative Day-to-Day Schedule - Summer 2019 (June 24 – August 2)

Week 1 – June 24-27	Mon. 24	- Discussion of the Syllabus & Day-to-Day Schedule - Introduction to Moroccan Literature and Culture
	Tues. 25	- Colonial and postcolonial Moroccan society <i>The Past Simple</i> (novel) by Driss Chraïbi, pp. 25-64
	Wed. 26	- Colonial and postcolonial Moroccan society <i>The Past Simple</i> (novel) by Driss Chraïbi, pp. 81-112
	Thur. 27	- Moroccan nationalism <i>Wechma</i> (film) by Hamid Bennani * Choosing the topic
WEEK 2: July 1-4	July 1	- Colonial and postcolonial Moroccan society <i>For Bread Alone</i> (novel) by Mohamed Shukri, pp. 20 - 45
	July 2	- Colonial and postcolonial Moroccan society <i>For Bread Alone</i> (novel) by Mohamed Shukri, pp. 67 - 99
	July 3	- Political dissidence and prison literature <i>This Blinding Absence of Light</i> (novel), pp. 12-36
	July 4	- Cinema and the Years of Lead <i>A Thousand Months</i> (film) * Presenting bibliography
*Friday, Saturday & Sunday: Free Days (Trip to Fez & Meknes)		
WEEK 3: July	July 8	Political dissidence and prison literature <i>This Blinding Absence of Light</i> (novel), pp. 79-102

8-11	July 9	Political dissidence and prison literature <i>This Blinding Absence of Light</i> (novel), pp. 154-190
	July 10	Moroccan Feminism <i>Dreams of Trespass: Tales of a Harem Girlhood</i> (memoir)
	July 11	Moroccan Feminism <i>Year of the Elephant</i> (novel), pp. 70 – 87 *Presenting paper outline
WEEK 4: July 15-18	July 15	Moroccan Feminism <i>Year of the Elephant</i> (novel), pp. 88-100
	July 16	- Gender, mysticism and cultural identity <i>Door to the Sky</i> (film) by Farida Benlyazid
	July 17	- The margins of Moroccan society <i>Ali Zaoua</i> (film)
	July 18	Mid-Term
*Friday, Saturday & Sunday: Free Days (Trip to Merzouga Desert & Atlas)		
WEEK 5: July 22-25	July 22	Migration and border cultures <i>Welcome to Paradise</i> (novel), pp. 14 - 55
	July 23	Migration and border cultures <i>Welcome to Paradise</i> (novel), pp. 86 - 110
	July 24	Terrorism between global and local conjunctures <i>Secret Son</i> (novel), pp. 9 - 36
	July 25	Terrorism between global and local conjunctures (film)
WEEK 6: July 29 – Aug. 2	July 29	Moroccan youth in the globalization era <i>Casanegra</i> (film)
	July 30	The ‘Arab Spring’ <i>They Are the Dogs</i> (film)
	July 31	LGBT <i>Salvation Army</i> (novel) * Submitting the final paper
	Aug. 1	LGBT <i>Salvation Army</i> (film)
	Aug. 2	Final Exam
Saturday & Sunday: Free Days (Getting Ready for Return to the US)		